

ISPITNI KATALOG

ŠKOLSKA 2020/2021. GODINA

ENGLESKI JEZIK

OSNOVNI I VIŠI NIVO

MATURSKI I STRUČNI ISPIT U ČETVOROGODIŠNJOJ SREDNJOJ ŠKOLI





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1.

UVOD

Maturski i Stručni ispit predstavljaju standardizovanu eksternu provjeru usvojenosti neophodnih standarda znanja na kraju četvorogodišnjeg srednjoškolskog obrazovanja.

Na osnovu Zakona o gimnaziji i Zakona o stručnom obrazovanju („Sl. list RCG“, br. 64/02, 49/07 i „Sl. List CG“, br. 45/10, 39/13 i 47/17), Pravilnika o načinu, postupku i vremenu polaganja maturalskog ispita u gimnaziji („Sl. list CG“, 34/09, 19/10, 81/10, 60/11, 65/12, 50/13 i 43/19) i Pravilnika o načinu i postupku polaganja stručnog ispita za učenike koji nastavljaju obrazovanje („Sl. list CG“, br. 82/09, 19/10, 81/10, 60/11, 65/12, 58/13 i 43/19) Maturalski i Stručni ispit polaže se eksterno. Stručne, razvojne, organizacione i administrativne poslove, vezane za realizaciju ovih ispita obavlja Ispitni centar.

Provjeravaju se znanja, sposobnosti i vještine koje se zasnivaju na ključnim dijelovima Predmetnog programa a treba da ih posjeduju učenici na kraju četvrtog razreda gimnazije i stručne škole.

Od školske 2020/21. godine učenik može birati da li će ovaj predmet polagati na osnovnom ili višem nivou.

U Ispitnom katalogu navedeni su opšti ciljevi ispita, ispitni program sa područjima i ciljevima, primjer testa sa šemom za bodovanje i literatura.

Ispitni katalog namijenjen je učenicima i nastavnicima.

2.

PRAVILA

Ispit iz stranog jezika održaće se pod jednakim uslovima i na isti način za sve učenike četvrtog razreda.

Ispitni materijal se pakuje u sigurnosne vrećice (PVC) i dostavlja školama na dan ispita. Materijal se otvara pred učenicima neposredno prije početka ispita.

Na ispitu nije dozvoljeno:

- lažno predstavljanje
- otvaranje ispitnih zadataka prije dozvoljenog vremena
- ometanje drugih učenika
- prepisivanje od drugog učenika/učenice
- omogućavanje drugom učeniku/učenici da prepisuje
- korišćenje nedozvoljenog pribora
- korišćenje elektronskih uređaja
- korišćenje rječnika
- oštećenje šifre na test-knjižici
- nepoštovanje znaka za završetak ispita
- tokom rada se može koristiti grafitna olovka, ali konačan odgovor mora biti napisan plavom ili crnom hemijskom olovkom

Zadatak će se vrednovati s **nula** bodova:

- ako je odgovor netačan
- ako odgovor na zadatak višestrukog izbora NIJE prenijet na list za odgovore
- ako je zaokružen ili napisan i tačan i netačan odgovor
- ako je nečitko napisan odgovor/esej
- ako je odgovor/esej napisan grafitnom olovkom
- ako esej NIJE napisan na predviđenom mjestu, već samo na listovima za koncept (pisanje koncepta nije obavezno)

Nakon ispita, testovi će biti zapakovani i vraćeni u Ispitni centar, gdje će se organizovati ocjenjivanje.

Ispitni ciljevi zasnovani su na jezičkim kompetencijama definisanim predmetnim programom.

Lingvističke kompetencije:

- poznavanje stranog jezika na nivou morfologije, sintakse, semantike i leksike;
- razumijevanje na nivou teksta i sposobnost pismenog sporazumijevanja.

Sociolingvističke kompetencije:

- sposobnost razumijevanja tekstova s obzirom na njihovu namjenu i vankontekstualne okolnosti u kojima se odvija komunikacija;
- vladanje primjerenim načinima pismene komunikacije.

Diskursna kompetencija:

- poznavanje strategija koje učenicima omogućavaju da ostvaruju komunikaciju u pisanom obliku (organizuju, strukturiraju i prilagođavaju poruku).

Poznavanje strategija rješavanja problema u komunikaciji:

- savladavanje prepreka u sporazumijevanju i poznavanje strategija za rješavanje nesporazuma.

Interkulturalna kompetencija:

- poznavanje važnih aspekata društva i kulture zemalja engleskog govornog područja i razvijanje svijesti o sličnostima i razlikama između svijeta u kojem žive i onog koji upoznaju kroz učenje engleskog jezika.

4. STRUKTURA ISPITA

OSNOVNO NIVO

Pismeni ispit iz Engleskog jezika sastoji se iz četiri područja: slušanja, čitanja, upotreba jezika i leksike i pisanja.

Ukupan broj bodova na testu je 100. Test se radi 150 minuta.

DIO	PODRUČJE	SADRŽAJ	TIP ZADATAKA	UDIO U TESTU
1	SLUŠANJE	2 audio zapisa	<ul style="list-style-type: none"> ▪ višestruki izbor ▪ alternativni izbor ▪ kratak odgovor ▪ povezivanje ▪ dopunjavanje 	25%
2	ČITANJE	2 zadatka <ul style="list-style-type: none"> ▪ tekstovi od 350 do 700 riječi (pismo, brošura, novinski članak, reportaža, književni tekst) 	<ul style="list-style-type: none"> ▪ višestruki izbor ▪ alternativni izbor ▪ povezivanje ▪ ređanje ▪ kratak odgovor ▪ dopunjavanje ▪ umetanje 	25%
3	UPOTREBA JEZIKA I LEKSIKA	2 - 3 zadatka	<ul style="list-style-type: none"> ▪ višestruki izbor ▪ dopunjavanje ▪ transformacija rečenica ▪ tvorba riječi 	25%
4	PISANJE	2 zadatka <ul style="list-style-type: none"> ▪ pisanje pisma/ imejla (50-100 riječi) ▪ pisanje sastava/ eseja (100-150 riječi) 	<ul style="list-style-type: none"> ▪ formalno i neformalno pismo/ imejl, članak, izvještaj, priča, esej/sastav 	25%

4.

STRUKTURA ISPITA

VIŠI NIVO

Pismeni ispit iz Engleskog jezika sastoji se iz četiri područja: slušanja, čitanja, upotreba jezika i leksike i pisanja.

Ukupan broj bodova na testu je 100. Test se radi 150 minuta.

DIO	PODRUČJE	SADRŽAJ	TIP ZADATAKA	UDIO U TESTU
1	SLUŠANJE	2 audio zapisa	<ul style="list-style-type: none">▪ višestruki izbor▪ alternativni izbor▪ kratak odgovor▪ povezivanje▪ dopunjavanje	25%
2	ČITANJE	3 zadatka <ul style="list-style-type: none">▪ tekstovi od 350 do 700 riječi (pismo, brošura, novinski članak, reportaža, književni tekst)	<ul style="list-style-type: none">▪ višestruki izbor▪ alternativni izbor▪ povezivanje▪ ređanje▪ kratak odgovor▪ dopunjavanje▪ umetanje	25%
3	UPOTREBA JEZIKA I LEKSIKA	3 - 4 zadatka	<ul style="list-style-type: none">▪ višestruki izbor▪ dopunjavanje▪ transformacija rečenica▪ tvorba riječi	25%
4	PISANJE	3 zadatka <ul style="list-style-type: none">▪ pisanje pisma/ imejla (80-120 riječi)▪ pisanje sastava/ eseja (120-180 riječi)	<ul style="list-style-type: none">▪ formalno i neformalno pismo/ imejl, članak, izvještaj, priča, esej/sastav	25%

5.1. TEME

1. PORODICA I DRUŠTVO
2. CIVILIZACIJA I KULTURA
3. SLOBODNO VRIJEME I RAZONODA
4. OBRAZOVANJE
5. ISHRANA
6. ZDRAVLJE
7. KUPOVINA
8. PUTOVANJA
9. JAVNE SLUŽBE, INSTITUCIJE
10. AKTUELNA ZBIVANJA
11. ODRŽIVI RAZVOJ I ZAŠTITA ŽIVOTNE SREDINE
12. TEHNOLOŠKI RAZVOJ



5.2. JEZIČKI SADRŽAJI

NAPOMENA: BOLDOVANI SADRŽAJI SU DODATAK ZA VIŠI NIVO

<p style="text-align: center;">NOUNS</p>	<ul style="list-style-type: none"> • Collective nouns, countable/uncountable nouns, compound nouns and their plural forms, plural only/singular only, foreign plural, • complex noun phrases, • possessive case: Saxon genitive (with measures and time expressions), double genitive, independent genitive (<i>I left it at the dry cleaner's</i>), complex noun phrases with of and possessive 's (<i>The window of my brother's car was broken</i>), • <i>such (a/an) + adjective + noun</i> (for emphasis).
<p style="text-align: center;">PRONOUNS</p>	<ul style="list-style-type: none"> • Personal pronouns, • possessive pronouns in subject position (<i>Yours is always an excellent essay.</i>), • relative pronouns, • reflexive/emphatic pronouns, • reciprocal pronouns, • indefinite pronouns: universal, partitive, quantifying. • introductory/impersonal <i>it</i>.
<p style="text-align: center;">DETERMINERS</p>	<ul style="list-style-type: none"> • Indefinite article: generic use, jobs, nationalities & religions (singular), prices, with a single unit of measure, with <i>what & such</i>, • definite article, • zero article, • demonstratives (as pronouns or intensifiers), • quantifiers (<i>no, none of (the), neither, either, any, both, (a) few/(a) little, some, several, a lot of, much/many, most (of), each, every, all, including a piece of..., a bar of...</i>), <i>another/other/the other, the second</i> • numerals: hundred/thousand/million vs. hundreds/thousands/millions; fractions & decimals; mathematical operations.
<p style="text-align: center;">ADJECTIVES</p>	<ul style="list-style-type: none"> • <i>Too/enough</i> with adjectives, • comparison of adjectives: regular & irregular, comparative & superlative, superiority & inferiority, equality (<i>as + adj + as</i>) & inequality (<i>not as/so + adj + as</i>), • correlative comparative (<i>The sooner, the better.</i>), • comparative adjectives with <i>a lot/ much/ slightly/ so (much)/a (little) bit/ even</i> • by far to make superlative adjectives stronger, • participial (<i>-ing & -ed/en</i>) adjectives, • adjectives or adjective phrases after pronouns such as <i>something, nothing, somewhere, nowhere</i>, • non-gradable adjectives, • the order of adjectives.

PREPOSITIONS

- Place/position, direction, time, manner, agent,
- prepositions preceding nouns,
- prepositions following adjectives,
- **complex prepositions (e.g. *apart from*)**, less frequent simple prepositions (e.g. *amongst*),
- **stranded prepositions: reported question clauses and relative clauses** (*They asked me which company I worked for. This is the best restaurant I have been to.*)

VERBS

- Present simple,
- Present continuous,
- stative verbs: senses, emotions, mental processes, possession,
- stative and dynamic verbs: *be, expect, have, look, taste, think, see, smell, weigh*,
- Past simple: past routines, habits and states,
- **do for emphasis: present/ past** (*I do apologize/ I did apologize.*),
- Past continuous,
- Present perfect,
- Present perfect continuous,
- Past perfect,
- **Past perfect continuous**,
- narration: the use of the narrative tenses
- expressing futurity: *will/won't + V, be going to + V*, Present simple,
- Future continuous,
- **Future perfect simple**,
- **Future perfect continuous**,
- **expressions with future time reference: official arrangements (*be to*), timetables (*be due to*), immediate future (*about to, on the point/verge of*), probability/certainty (*likely to, bound/sure to*),**
- imperative,
- question tags,
- *I wish* (with present & past time reference),
- ***I wish/If only + S + would***,
- ***It's (about/high) time + past verb forms***,
- causative *have/get*,
- passive voice,
- **passive infinitives (present and perfect); present gerund/participle; personal & impersonal structures (*believe, consider, know, expect, suppose, think...*),**
- *used to/would*,

VERBS

- ability: present (*can, be able to*), past (*could, was/were able to*), future (*will be able to*)
- possibility: present (*may, might, could*), past (*could have, might/may have*), future (*will be able to*)
- permission: present/future (*can, can't*), past (*allowed to*)
- obligation: present (*have (got) to, must, need to, should, ought to*), past (*had to*), future (*will have to, will need to*),
- necessity: present (*must, have to, need to*), past (*had to*), future (*will have to, will need to*),
- prohibition: present (*must not, cannot*),
- past criticism/regret: *should (not) have*,
- absence of obligation or necessity: present (*do not have to, do not need to*), past (*did not have to, did not need to, need not have*), future (*will not have to, will not need to*)
- advice/recommendation: present/future (*must, should, had better*),
- logical deduction: present/future (*must, may/might(not), could not, cannot*), past (*must have, may/might(not) have, cannot have*),
- **alternative structures to express modality: *be likely/sure/certain, manage to do/ succeed in doing, be allowed/ permitted/forbidden/obliged/ required to do, be banned from doing, be supposed /meant to***,
- offers: *will, shall, would*,
- suggestions: *shall, would*,
- requests: *will, would*,
- *used to vs. be/get used to*,
- infinitives,
- gerunds,
- **multi-part verbs: phrasal, prepositional and phrasal-prepositional, transitive/intransitive, separable/inseparable verbs.**

ADVERBS

- A wide range of adverbs/adverb phrases of: time (*instantly*), frequency (*constantly*), place (*nearby*), manner (*illegally*), degree (*extremely*), to indicate an attitude/viewpoint (*obviously, actually...*),
- relative adverbs: *when, where, why*,
- comparison of adverbs (*more slowly, faster*)
- comparison of equality: *as +adv. + as* & inequality: *not as/so + adv. + as* (*I'm not watching TV as often as I did.*),
- *How + adjective + clause* (*How lucky you are to have such nice neighbours! How lovely to get your letter!*),
- adverbs with the same form as adjectives,
- **adverbs with two forms**
- the order of adverbs.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CONJUNCTIONS</p>	<ul style="list-style-type: none"> • Coordinating conjunctions: and, but, as well as, or, either ...or, neither... nor • subordinating: including more complex ones to introduce clauses of time, place, condition (0, 1, 2, 3; e.g. <i>as long as, provided...</i>), purpose (<i>in order to/that, so that</i>), result (<i>so that, so ... that</i>), contrast (<i>although, even though, in spite of</i>), reason (e.g. <i>due to the fact that</i>), comparison/manner (e.g. <i>as though</i>).
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WORD FORMATION</p>	<ul style="list-style-type: none"> • Derivation, • prefixes: <i>un-, in-, im-, il-, ir-, non-, dis-, re-, mis-, anti-, under-, over-, out-</i>, • nouns (<i>-ion, -ment, -al, -er, -ee, -ist, -ess, -hood, -dom</i>), • compound nouns (<i>newspaper, waiting-room, pocket money</i>), compound adjectives (<i>good-looking, well-known</i>) • verbs (<i>-ize/-ise, -ify, -en</i>), • adjectives (<i>-less, -ful, -ous, -ic, -y, -al, -able/-ible, -an</i>), • adverbs (<i>-ly</i>), • conversion (Noun-Verb, Verb-Noun, Noun-Adjective).
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SENTENCE LEVEL</p>	<ul style="list-style-type: none"> • Affirmative sentences, • negative sentences, • questions: <i>yes/no</i> questions, <i>wh</i>-questions, • negative-interrogative: to express surprise or enthusiasm (<i>Doesn't that sound excellent to you?</i>), • nominal clauses: <i>that</i>-clauses (<i>I believe that everything happens for a reason.</i>), • linking adverbs/devices (<i>therefore, furthermore, otherwise, however, generally, in addition...</i>) to show a relationship between two clauses or sentences, • <i>neither... nor</i> for emphasis, • <i>not only... but (also)</i> for focus, • relative clauses: defining, non-defining, • conditional sentences: 0, 1, 2, 3 , • mixed time reference conditional sentences, • adverbial clauses denoting: time, place, purpose, result, contrast/ concession, reason, comparison/manner, • participial clauses: with present, past, perfect participles, • reported speech: statements, commands, requests, questions, embedded questions, a wide range of reporting verbs, • inversion after negative adverbs.

OSNOVNI NIVO

Ispitni ciljevi definisani su na osnovu obaveznog načina provjere znanja i obrazovnih standarda, a obuhvataju vještine slušanja, čitanja i pisanja, kao i upotrebu jezika i leksiku.

SLUŠANJE

Slušajući različite vrste autentičnih govornih tekstova kao što su uputstva, vijesti, obavještenja, oglasi, izvještaji, komentari, govori, priče, neformalni razgovori, intervjui, diskusije, učenik/ca je u stanju da:

- razumije glavne ideje teksta koji sluša,
- razumije pojedine informacije, eksplicitne ili implicitne,
- uoči stavove, ideje, mišljenja i emocije,
- prepozna registar.

ČITANJE

Čitajući različite vrste tekstova (pisma, brošure, novinski članci, reportaže, književni tekstovi), učenik/ca je u stanju da:

- prepozna vrstu i namjenu teksta,
- razumije suštinu teksta kao cjeline, kao i veze između njegovih djelova,
- pronađe eksplicitno datu informaciju u tekstu,
- razumije implicitnu informaciju u tekstu, odnosno prepoznaje stavove i emocije koji nijesu eksplicitno navedeni,
- zaključuje o značenju nepoznate riječi iz konteksta.

UPOTREBA JEZIKA I LEKSIKA

Koristeći pravilnu interpunkciju i pravopis, učenik/ca je u stanju da:

- koristi odgovarajuće jezičke strukture na nivou oblika riječi, fraza, klauza i rečenica,
- koristi odgovarajuće riječi, fraze, idiome i kolokacije.

PISANJE

Učenik/ca je u stanju da:

- napiše imejl, poruku, formalno ili neformalno pismo,
- napiše rezime, članak, izvještaj, opiše ljude, mjesta, događaje i situacije, priču, sastav/esej

Pri tome učenik/ca

- koristi odgovarajuću leksiku i gramatiku uz korektnu interpunkciju i pravopis
- logično strukturira tekst jasno povezujući ideje odgovarajućim jezičkim sredstvima,
- koristi odgovarajući registar.

VIŠI NIVO

SLUŠANJE

Slušajući različite vrste autentičnih govornih tekstova kao što su uputstva, vijesti, obavještenja, oglasi, izvještaji, komentari, govori, priče, neformalni razgovori, intervjui, diskusije, učenik/ca je u stanju da:

- razumije živi ili snimljeni jasno strukturirani tekst u svim situacijama privatnog i društvenog života uključujući formalne diskusije i neformalan razgovor
- kombinuje složene i detaljne informacije iz dužih diskusija ili prezentacija u cilju izvršenja zahtjevnog zadatka
- uoči implicitne stavove, mišljenja i emocije kao i sociokulturne implikacije i kritički procjenjuje slušani tekst
- razumije duže izlaganje koje sadrži nestrukturirane ideje i misli

ČITANJE

Čitajući različite vrste tekstova (pisma, brošure, novinski članci, reportaže, književni tekstovi), učenik/ca je u stanju da:

- prepozna stav autora i funkciju teksta
- uoči i poveže apstraktne detalje u složenom tekstu
- prepozna suprotstavljene argumente u strukturiranom tekstu
- primjenjuje odgovarajuće strategije čitanja prilikom pronalaženja ključne informacije u složenijem tekstu

UPOTREBA JEZIKA I LEKSIKA

Koristeći pravilnu interpunkciju i pravopis, učenik/ca je u stanju da:

- koristi odgovarajuće jezičke strukture na nivou oblika riječi, fraza, klauza i rečenica,
- koristi odgovarajuće riječi, fraze, idiome i kolokacije.

PISANJE

Učenik/ca je u stanju da:

- piše eseje, formalne i neformalne izvještaje, sažetke
- piše dobro strukturirane tekstove izražavajući svoj stav, navodeći razloge za i protiv, prezentujući argumente sistematično, analizirajući i sumirajući informacije i stavove
- strukturira duže kompleksne tekstove koristeći različita kohezivna sredstva
- primjenjuje strukturu i karakteristike različitih žanrova

1. SLUŠANJE

SAVJETI

SVAKI TEKST SLUŠAĆETE DVA PUTA.
PRIJE PRVOG SLUŠANJA IMAĆETE DOVOLJNO VREMENA DA PROČITATE
PITANJA. ZA VRIJEME PRVOG SLUŠANJA ODGOVORITE NA LAKŠA PITANJA.
KOD DRUGOG SLUŠANJA ODGOVORITE NA PREOSTALA PITANJA.
POSLIJE SLUŠANJA IMAĆETE DOVOLJNO VREMENA DA PREPIŠETE
ODGOVORE NA LIST ZA ODGOVORE.

1.1 You will hear the story of the early days of the famous band
The Beatles.

For sentences 1–3, decide if each statement is true or false and
put a tick (✓) in the appropriate box.



- | | TRUE | FALSE |
|---|--------------------------|--------------------------|
| 1. All four members of The Beatles were born after World War Two. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Liverpool was not closed to new ideas. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. George Harrison's father hated rock'n'roll music. | <input type="checkbox"/> | <input type="checkbox"/> |

Answer the questions.

4. Why did Richard Starkey change his name?

.....

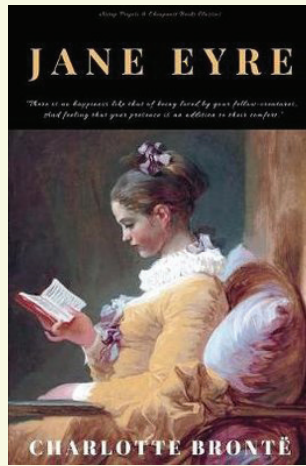
5. What differed Liverpool from many other cities in the United Kingdom in the 1950s?

.....

.....

1.2 Dinah Birch briefly retells the plot of the novel Jane Eyre by Charlotte Brontë.

For sentences 1–3, decide if each statement is true or false and put a tick (✓) in the appropriate box.



1. The story is a first person narrative.
2. Jane Eyre’s schooldays are very happy.
3. Rochester lost his eyesight.

TRUE	FALSE
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Answer the questions.

4. What did Jane Eyre do after leaving school?

.....

.....

.....

5. Who did Jane marry?

.....

.....

2. ČITANJE

2.1 Read the text below. For questions 1–7 choose the answer (A, B or C) which you think fits best according to the text. Write your answer to question 8 in the space provided.

TEACHERS TO START WEARING BODY CAMERAS TO RECORD PUPILS' BAD BEHAVIOUR



More than a third of teachers say they would wear a camera in the classroom, but others argue they would feel 'spied upon'

- 1 Teachers in UK schools are trialling the use of body cameras in class to record bad pupils' behaviour, it has been revealed. At least two schools in England have introduced the equipment for constant recording with the consent of local education authorities. The cameras, worn on teachers' clothing, are set to film all the time but only save encrypted footage when the record button is pressed, *The Times* reported.
- 2 Teachers are advised to turn on the cameras during incidents in the classroom to deal with "constant low-level disruption", but must give notice before doing so. The Information Commissioner's Office, which regulates privacy issues, said that schools were free to use cameras as long as they complied with the Data Protection Act, which states that surveillance must be "legitimate, proportionate and necessary". The technology is already used by police, parking wardens and some hospital staff as well as crossing-patrol officers.
- 3 Tom Ellis, a principle lecturer from the Institute of Criminal Justice Studies who is involved with the trial, said the cameras could be used to provide evidence for disciplinary action but also as a "self-reflection" tool for students. Footage could also be shared with parents to involve them in addressing their children's behaviour. Feedback from parents and schools was said to be positive.
- 4 A survey published on Wednesday questioning teachers on the idea found more than a third would be willing to wear a body camera in the classroom, with many wanting the technology available to help combat bad behaviour from pupils. Over one in 10 believe the time will come when bodycams will be **mandatory** in UK schools, the Times Education Supplement (TES) poll found. Of the 37.7 per cent who said they were in favour, some 31.6 per cent said they were motivated by teacher and student safety.
- 5 Among those who were not willing to use the technology, reasons included concerns about their own privacy and that of the children, as well as feeling spied on, or the potential for misuse by management. Around two-thirds of the teachers polled - more than 600 in total - said they would feel safer in the classroom if they knew there was a camera recording everything, while 10.9 per cent said they could foresee a time when bodycams are compulsory.

- 6 Mary Bousted, general secretary at the Association of Teachers and Lecturers (ATL), said the union did not support the use of surveillance technology to monitor children and staff. “All schools should be safe places for pupils and staff,” she said. “The evidence suggests that the best way to ensure children behave well in schools is for schools to have a good behaviour policy which is accepted by all staff and parents and is consistently applied in the school with sanctions all the pupils understand. We would not support schools being turned into prisons. CCTV can have a useful role in monitoring entrances and exits to schools to prevent strangers gaining access or vandalism, but we do not support their use in schools to monitor children and staff.”

Adapted from The Independent

- 1. Who approved of using body cameras in two schools?**
 - UK teachers
 - UK schools
 - local education authorities
- 2. Paragraph 1 also reveals that**
 - cameras are set to record constantly.
 - no footage is saved unless teachers press record button.
 - cameras are hidden in teachers' clothes.
- 3. According to paragraph 2, which statement is NOT true?**
 - Teachers needn't inform pupils when pressing the record button.
 - Schools must follow some rules about surveillance.
 - Other public services are already familiar with this technology.
- 4. How many different uses of the cameras did Tom Ellis state in the third paragraph?**
 - two
 - three
 - four
- 5. Which best expresses the meaning of 'mandatory' as used in the 4th paragraph?**
 - optional
 - voluntary
 - required
- 6. Paragraph 6 implies that**
 - good behaviour policy is much better than CCTV.
 - schools are not safe places.
 - schools have been turned into prisons.
- 7. Based on the fifth paragraph, why do some teachers worry about the role of management?**

.....

.....

2.2 Choose the answer (A, B or C) which you think is the best according to the text. Write your answers to questions 4 and 7 in the space provided.

EIGHT REASONS WHY YOUR FIRST YEAR AT UNIVERSITY WILL BE THE BEST OF YOUR LIFE



Speaking as a student who's just finished his first year at university, here are eight reasons why I think yours will be the best of your life:

- 1) The people**
In most cases, the people you meet will be the people you are friends with for the rest of your life. Whatever your interests, you will find a group of people just like you. Remember, everyone is in the same boat when they go to university. Everyone is finding their feet just like you are, so don't worry – you will find someone who likes you. I met so many great people and the ones you meet will play a huge part in ensuring you have the best year of your life.
- 2) The freedom**
The independence you get at university is unbelievable, so embrace the fact the world is your oyster. If you fancy a walk at 4am, you can do it. There's no asking your parents, you just go. Of course, I wouldn't advise a stroll in the middle of the night, but it's what I always think about when considering the freedom you have. The independence on offer is an essential factor as to why the first year is so brilliant.
- 3) The course**
I know what you're thinking: work?! Yes, unfortunately it's a (relatively) big part of your first year, but don't worry – it doesn't actually count. The first year is very much for settling in to life away from home, in a new place, and with new people, so they don't expect magic from you from day one. However, it's important to try and balance your social life with your work though, because doing well in my first year has opened up so many doors that will help me in my second year and in my career too, hopefully. I love my course and, without it, I couldn't have had the best year.
- 4) Freshers' Week**
It's incredible – the best part of the year. You get to know your flatmates and meet new people, all in a great environment where everyone just wants to have a good time. You effectively become nocturnal and your sleeping pattern is completely destroyed, but it's all fun and definitely worth immersing yourself into. You only get one Freshers' Week, so make the most of it!
- 5) Societies**
There is a society for just about everything and if you can't find the one you're looking for, then start one. Getting involved with societies is a great way to find friends, have fun, and pad-out your CV. Getting involved will really enhance your experience at university.
- 6) The food**
Now this one may surprise you. You might be thinking: 'What will I do without my mum's cooking?' Well, the independence you have means that you have the licence to buy any food you want. For example, one of my flatmates loved pasta, so had it for every meal – breakfast, lunch and dinner. No joke. For me, it was all about chicken steaks, chips, and beans, but each to their own. In your first year, you will either learn to cook, eat microwave meals, or pass out (would avoid the last option).

7) The atmosphere

Whether in university, on nights out, or in halls, the atmosphere of first year life is priceless and brilliant. On the whole, everyone seems to be happy and buzzing, which adds hugely to the entire university experience.

8) Personal development

Finally, one of the most important things that will make your first year so great is your own self development. Moving away from home is a huge thing and, at times, it may be hard being away – but the people around you will always pick you up. Soon after you arrive, you forget you have a family at all! Family? What family?! Seriously though, I grew and matured so much over the course of my first year. You will each go through your own journeys and trust me: you will have the best year of your life. So, savour every moment because it goes way too fast. I had an excellent one, and I hope you will too. Good luck!

Adapted from *The Independent*

* *fresher* - a first-year student at college or university

1. “Everyone is in the same boat when they go to university” (Part 1) means: When you start university

- A. it’s difficult to find people who share your interests.
- B. others are experiencing the same problems.
- C. some people find it more difficult than the others.

2. In Part 2, the writer

- A. advises you to ask your parents if you want to go out late at night.
- B. likes the idea of having freedom to go out whenever you want to.
- C. suggests it’s a good idea to have a walk after midnight if you feel like it.

3. According to Part 3, during the first year it’s important

- A. just to fit in and enjoy your freedom and new friends.
- B. to be aware of the importance of work in the course you choose.
- C. to make connections that will help you make a career.

4. Does Freshers’ Week have any bad sides? Use the information provided to support your answer.

.....

5. Which sentences about societies (Part 5) is true?

- A. Being a member of a society will boost your social life.
- B. If you want to join a society, you should have a really good CV.
- C. You are not allowed to set up your own society.

6. How does students’ diet change?

- A. You eat unhealthy food more than before.
- B. You eat all varieties of foods.
- C. You have a well-balanced diet.

7. The first year’s experience contributed to the writer’s self-development by making him (write 2 adjectives to describe him):

- A. B.

3. UPOTREBA JEZIKA I LEKSIKA

3.1 Read the text below and decide which word (A, B or C) best fits each space.

SOUTH AFRICAN SUPER-TELESCOPE REVEALS DISTANT GALAXIES AND BLACK HOLES



At only a quarter of its (1) A capacity, South Africa's MeerKat radio telescope showed off its phenomenal power on Saturday, (2) _____ 1,300 galaxies in a tiny corner of the universe where only 70 were known before. The image released on Saturday was the first from MeerKat.

The images produced (3) _____ MeerKat "are (4) _____ better than we could have expected", said the (5) _____ scientist of the SKA in South Africa, Fernando Camilo. This telescope is already the best radio telescope in the southern hemisphere," Camilo told AFP. When fully up and running in the 2020s, the SKA will comprise a forest of 3,000 dishes spread over (6) _____ area of a square kilometre across remote terrain around several countries to allow astronomers to peer deeper into space (7) _____ detail.

It will have a discovery potential 10,000 times greater (8) _____ the most advanced modern instruments and will explore exploding stars, black holes, dark energy

and traces of the universe's origins some 14 billion years ago. MeerKat is being built in the remote southwest of the Karoo region of South Africa which offers prime conditions for astronomers. It will serve as one of the two main clusters of SKA. The (9) _____ will be in Australia.

Already some 500 scientific groups from 45 countries have booked slots to use the MeerKat array (10) _____ next year and 2022.

- | | | | |
|-----|---|-------------|-------------|
| 1. | <input checked="" type="radio"/> A eventual | B last | C most |
| 2. | A focusing | B revealing | C searching |
| 3. | A at | B by | C for |
| 4. | A far | B lots | C no |
| 5. | A essential | B chief | C important |
| 6. | A a | B an | C the |
| 7. | A to | B on | C in |
| 8. | A from | B of | C than |
| 9. | A another | B other | C rest |
| 10. | A between | B from | C in |

3.2 Read about Marko, a Montenegrin boy who is attending Mountain Summer Camp in America, and write the correct forms of the verbs in brackets.



"This is my first visit to America and it's awesome, really! There **(1)** _____ **(be)** about 60 children here and every day is rich with various activities and competitions.

Last week, for example, we **(2)** _____ **(have)** a skiing competition. I wasn't very successful but who cares, it was fun! They also organize a lot of exciting trips.

We **(3)** _____ **(visit)** two national parks so far, but I can't wait **(4)** _____ **(see)** the Colorado Canyon which is scheduled for next week.

I will never forget my first evening here. All the children **(5)** _____ **(sit)** around the campfire and it was all so exciting because I **(6)** _____ **(not see)** a real campfire before. A great, great experience!

I really enjoy **(7)** _____ **(learn)** a lot of new stuff here. At the moment, I **(8)** _____ **(prepare)** a report on extreme sports in Montenegro. Hope everything goes well with my presentation. When I return home, I **(9)** _____ **(try)** to save some money so that I can attend this camp again. Actually, I promised Jack, my best mate here, that I **(10)** _____ **(come)** back next year."

3.3 Write the correct form of the words in brackets.

empower orphans

EMPATHY OPPORTUNITY EQUALITY

Neha Gupta is the founder of Empower Orphans. It's an organization that has attracted international attention to the (1) _____ (importance) influence that it is making around the world.

Neha uses her nonprofit organization to improve the lives of youth across the world.

Its mission is to support the well being of orphaned and underprivileged children and encourage them to (2) _____ (success).

Empower Orphans focuses on both (3) _____ (educate) and healthcare.

At nine-years-old, Neha decided to start her organization after an orphanage visit in India. As a nine-year-old who was starting a non-profit organization, her greatest challenge was to be taken (4) _____ (serious) by adults. So far she has been able to touch the lives of thousands of children and has gained international attention for her efforts.

In 2014 she was honored with the International Children's Peace Prize Award. During the (5) _____ (speak), she greatly encouraged young people to begin to use their lives to change the world for good.



<https://rizzarr.com>

Učenci na ispitu uz test dobijaju i list za upisivanje odgovora na zadatke višestrukog i alternativnog izbora.

Potrebno je da se za svaki od tih zadataka, na odgovarajuće mjesto pažljivo prepisu dobijeni odgovori.



LIST ZA ODGOVORE

ENGLESKI JEZIK

OSNOVNI NIVO

Uputstvo za označavanje tačnog odgovora:

Zadatak će se vrednovati sa 0 bodova:

- ako je označen netačan odgovor
- ako je označeno više odgovora
- ako nije označen nijedan odgovor



Ako pogriješite, to polje označite ovako: a željeni odgovor po gore navedenom pravilu

OVDJE

zaljepiti šifru učenika

1. Listening

1.1. T F

1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>

1.2. T F

1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>

2. Reading

2.1. A. B. C.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2. A. B. C.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Vocabulary and grammar

3.1. A. B. C.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



RJEŠENJE SA UPUTSTVOM ZA BODOVANJE

1. SLUŠANJE 25 bodova

1.1

1. False 2. True 3. False
4. Because of the many rings he was wearing.
5. Ships brought something that other places didn't have or couldn't get – Rock'n'roll records from the us.

1.2

1. True 2. False 3. True
4. (She was/became) a governess.
5. Rochester.

2. ČITANJE 25 bodova

2.1

1. C 2. B 3. A 4. B 5. C 6. A
7. – They are afraid that management may use surveillance data for wrong purposes/in the wrong way. – They are afraid about the potential misuse by management

2.2

1. B 2. B 3. B 4. sleeping pattern destroyed
5. A 6. A 7. a) more mature b) independent

3. LEKSIKA I UPOTREBA JEZIKA 25 bodova

3.1

1. A 2. B 3. B 4. A 5. B 6. B 7. C 8. C 9. B 10. A

3.2

1. are 2. had 3. have visited 4. to see 5. were sitting 6. had not seen
7. learning 8. am preparing 9. am going to try 10. will come

3.3

1. important 2. succeed 3. education 4. seriously 5. speech

1. SLUŠANJE

SAVJETI

SVAKI TEKST SLUŠAĆETE DVA PUTA.
 PRIJE PRVOG SLUŠANJA IMAĆETE DOVOLJNO VREMENA DA PROČITATE
 PITANJA. ZA VRIJEME PRVOG SLUŠANJA ODGOVORITE NA LAKŠA PITANJA.
 KOD DRUGOG SLUŠANJA ODGOVORITE NA PREOSTALA PITANJA.
 POSLIJE SLUŠANJA IMAĆETE DOVOLJNO VREMENA DA PREPIŠETE
 ODGOVORE NA LIST ZA ODGOVORE.



1.1 The BBC host Harriet Gilbert is presenting Tan Twan Eng, the author of a novel called The Garden of Evening Mists.

For sentences 1–2, decide if each statement is true or false and put a tick (✓) in the appropriate box.

	TRUE	FALSE
1. The interview is taking place in Cape Town.	<input type="checkbox"/>	<input type="checkbox"/>
2. The novel The Garden of Evening Mists was translated into sixty languages.	<input type="checkbox"/>	<input type="checkbox"/>
3. Tan Twan Eng spends a lot of time in CapeTown because it is a beautiful city.	<input type="checkbox"/>	<input type="checkbox"/>

Answer the questions.

4. How many copies of this book have been sold?

.....

5. Where are all Tan Twan Eng's novels set?

.....

- 1.2** Sherlock Holmes' assistant Watson talks about the case of the speckled band.



For sentences 1–2, decide if each statement is true or false and put a tick (✓) in the appropriate box.

- | | TRUE | FALSE |
|--|--------------------------|--------------------------|
| 1. In his career Sherlock Holmes solved very few mysteries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sherlock Holmes told Watson that there was a young lady in the house. | <input type="checkbox"/> | <input type="checkbox"/> |

Complete the sentences.

3. The story Watson talks about started
4. The lady who came for help was wearing

Answer the question.

5. Where were Holmes and Watson living when they had a mysterious visit?

.....

2. ČITANJE

2.1 You are going to read a text about a refugee boy in Berlin. Some sentences are missing from the text. Choose from the list (A-H) the most appropriate sentence for each gap (1-5) in the text. There are two extra sentences that you do not need to use. There is an example at the beginning (0).

An Ethiopian tale of breaking down barriers "The Wall" by Meron Hadero



Meron Hadero is one of five authors up for this year's Caine Prize for African Writing - the winner will be announced next Monday. Born in Addis Ababa, Meron came to the US as a child and her work often reflects what life is like for refugees. (0) C He knew no English, but was fluent in German and he'd speak sometimes to strangers or just mumble under his breath to say what was on his mind.

In this extract, the refugee boy from the book describes how he felt when spoken to in German.

"When the stranger spoke those words, I recalled the moment a few months back in West Berlin when I was playing soccer with Herman and Ismail, two Turkish brothers who lived next door to me. (1) ____ Sometimes I'd aim not for those feet between the metal posts but far beyond the Wall. This was in defiance of my mother's strict command to stay away from 'that horror of a serpent'. Wasteful and risky, she called it when I'd told her twice before that I'd sacrificed a soccer ball.

She was wrong to worry that I'd get in trouble for my antics - I never did. (2) ____ We had nothing as it was, and the embarrassment of buying a toy must have been infuriating to her because strangers slandered her with cries of 'welfare woman' and 'refugee scum' when she walked down the street anyway, just to get groceries or some exercise. (3) ____

I knew this, I'd even witnessed this, but for some reason I couldn't help that sometimes. I'd visualize this little grounded balloon between my feet soaring to the other side of that imposing wall that seemed to challenge my very sense of freedom. So I would close my eyes and kick hard. Herman and Ismail could never - or would never - clear the hurdle, but I'd done it twice already. (4) ____ I caught it and was stunned.

Herman and Ismail yelled at me to send it over again, but I knew it would have broken my heart some if we'd kicked it back and never had it returned... (5) ____

This is how I felt when I heard this response in German said back to me, the first words I'd understood in this new country spoken by anyone other than my parents... I stood there frozen, not daring to say a thing, holding on to my words like I held that returned ball on the playground.«

Adapted from : bbc.com

- A. But she was right that I'd been wasteful.
- B. Our improvised playground was this plot close to the Berlin Wall where someone had tied a piece of yarn between two old halogen lamps, an improvised goalpost.
- C. She has been nominated for her story *The Wall*, narrated by an Ethiopian-born boy in 1980s, after his arrival from Berlin in then - West Germany.
- D. But when they saw her carrying something as frivolous as a soccer ball, they'd shout louder, with more spit in their breaths and more rage in their eyes.
- E. The third time I launched the ball just over the barbed wire, I heard a loud grunt from somewhere beyond, and saw the ball come soaring back toward us.
- F. One day he met a German-born university professor called Johannes Weill in a community centre
- G. So I convinced Herman and Ismail that we should retire our game, and to make sure of it I put a pin through the ball and let out the air.
- H. I was wearing jeans with a button-down, a too-big blazer, and a clip-on tie, waiting in line for a meal.

2.2 Read the text. For questions 1-5 choose the answer which you think fits best according to the text. Write your answer to question 6 in the space provided.

WHAT IT SOUNDS LIKE TO BE A WHALE

- 1 The impact of humans has now reached every square mile of Earth's oceans, and implications are ominous for ocean creatures and humans alike. In a study released in the February 2008 journal *Science*, researchers found that human activity -- from over-fishing to greenhouse gases and global warming to the introduction of toxins into the environment -- has affected every square mile of ocean on the planet and strongly impacted roughly 40 percent of marine ecosystems.
- 2 What the study didn't cover directly may be even more disturbing: marine mammals are suffering dramatic rises in devastating illnesses, such as nervous and digestive system problems, liver disease, endocrine system damage, reproductive malformations, and growth and development issues. Worse yet is the alarming growth in cancer cases. Many scientists around the world believe these illnesses are being caused by contamination of the ocean with man-made toxic chemicals.
- 3 However, aquatic pollution is not the only problem of our oceans. The International Whaling Commission is meeting this week to discuss many important issues, the future of whale hunting being one of them. Aquatic pollution and aquatic noise pollution will be low on the agenda, if they're discussed at all. Yet, noise from humanity's ships may pose as great a threat to the magnificent creatures as any hunting fleet's harpoons.
- 4 Whales evolved in an environment where visibility is limited but sound practically unimpeded. They rely on hearing to find food, navigate, and communicate, calling to each other with elaborate vocalizations that can be heard for hundreds of miles, even, in the case of species like the blue whale's low sonic frequencies, across an entire ocean. Hearing is as important to whales as sight is to humans, if not more.
- 5 In the last decade, scientists have realized that noise generated by ships often drowns the natural sounds of the sea. Some types of sonar, especially those used by military vessels, can be heard for hundreds of miles. Together with engine noise, these produce an aquatic roar heard across Earth's oceans, often at levels that humans associate with airports and rock concerts. The effects of oceanic noise pollution are still being quantified. Awareness of the phenomenon is relatively new, and studying whale behavior is difficult. But loud noises have been linked to mass beaching and the departure of some species from traditional habitats.
- 6 "We know very little about the effects of noise pollution, though the more we learn, the scarier it is," said Hal Whitehead, a Dalhousie University biologist and one of the world's foremost experts in whale vocalization. "And we know little about whale talk, though the more we learn, the more interesting it is."

Adapted from <http://www.bluevoice.org/>

1. What does the study released in the February 2008 journal Science reveal?

- A. Marine life has been seriously affected by human activity.
- B. Marine mammals are at the top of food chain.
- C. Marine mammals are suffering a growth in cancer cases.
- D. Marine mammals are suffering rises in illnesses.

2. What does the writer imply in paragraph 2?

- 1. The study did not directly reveal the growth of illnesses among marine mammals.
 - 2. Human activity has contributed to marine mammal's illnesses.
- A. Only 1 is true.
 - B. Only 2 is true.
 - C. Both 1 and 2 are true.
 - D. Neither 1 nor 2 is true.

3. What does the author imply in paragraph 3?

- A. Whale hunting cannot be as dangerous as the noise from humanity's ships.
- B. Whale hunting and the noise from humanity's ships can be equally dangerous.
- C. Whale hunting can be more dangerous than the noise from humanity's ships.

4. According to paragraph 4, which of the following is true?

On the bottom of an ocean:

- A. it is much easier to see than to hear something.
- B. it is much easier to hear than to see something.
- C. it is equally easy to see and to hear something.

5. According to paragraph 5, noise by the ships is often

- A. louder than the natural sound of the sea.
- B. less loud than the natural sound of the sea.
- C. swallowed by the natural sound of the sea.

6. What is one of the most important issues that the International Whaling Commission is going to discuss this week?

.....

7. What kind of devastation illnesses are marine mammals suffering from?

.....

2.3 Read the text and write whether the sentences are true (T), false (F) or there is no information (NI).

THE SECRETS OF A CRUISE SHIP MAGICIAN



1. When did you last meet a magician? For most of us over the age of 10, opportunities are thin on the ground. The last place I expected to meet one was at sea – on a luxury cruise ship. On reflection though, I realised that stories of enchantment are often synonymous with the ocean.
2. For close-up magician R Paul Wilson, who I met recently on Crystal Serenity, the outer reaches of our imagination are something of a stock-in-trade. Born in Cyprus and raised in Singapore, before his parents moved to Scotland (his broad Scots accent is loud and clear), the writer, producer and director for film and television has been studying craft of hand and conjuring since he was eight years old and now spends some of his time at sea performing for small groups of cruise passengers.
3. “I was invited to take part in Crystal Cruises’ Magic Castle At Sea programme at a time when I needed to write my book and develop several other projects,” says Wilson. “So the cruise ship job was initially a way to juggle a glamorous five-star ‘office’ while performing magic, which I love. Who could say no?” Wilson is a member of The Magic Castle in Hollywood, a private club and performance venue for magicians who include household names such as Dynamo, Derren Brown and Penn & Teller. Amateur practitioners of magic, such as Cary Grant, Orson Welles, Steve Martin and Johnny Carson, have also passed through its doors.
4. His resumé is both impressive and a little bit scary: “Paul has arguably pulled more cons than anyone in history... Paul has ripped off businesses, taken down casinos and scammed hundreds of real people in his mission to expose con games and protect the public.” So it was with some trepidation that I first met Wilson, at one of his intimate performances on board. Around 15 of us were ushered down a corridor past old promotional posters of Houdini. Heavy curtains parted to reveal a quiet, darkened room where we were invited to sit at a round table. Wilson’s reverence for the tradition of magic is clear. “Much of what I do is based on classic effects and methods so this is a terrific way to set the mood,” he explains.
5. As we all leant in at close quarters, the atmosphere became charged with anticipation. Wilson is a warm and funny presence, and there is something

mesmeric about the way he works. Using nothing more than a simple deck of cards and some cups, he left his audience dumbfounded with a series of illusions that culminated in him producing large lemons out of thin air. “I vary my material often and I find that different groups gravitate to different effects,” he says. “The thing people love most about what I do is the intimacy. I bring them as close as possible and make sure they enjoy every impossible moment.”

6. There was much scratching of heads and debating among his audience, which continued long into the night and following day. The consensus was that because we had been so close it looked as if it really was magic – where else could these objects have appeared from? At one point in the evening, he started making cards “jump” through the deck, which makes it seem like the cards are changing suits in front of you. Everyone in the room stared, open-mouthed, as if they had stepped onto the set of *The Matrix*.
7. What’s next for this hustler on the seas? “I’m working on my second book and a feature film as writer/director,” says Wilson. “And my next cruise will be to Stockholm via St Petersburg.” When I asked him to share a secret about magicians he revealed little. “There’s nothing up our sleeves,” he said. And then, just like a sea spirit, he was gone.

Adapted from The Telegraph

- | | T | F | NI |
|---|--------------------------|--------------------------|--------------------------|
| 1. The writer had planned to meet the magician on the cruise. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Seas and oceans have been associated with magic for a long time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. R Paul Wilson has moved house several times. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. R Paul Wilson does not associate with other magicians. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The writer first met Wilson as a member of a large audience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The writer himself practises magic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Wilson uses the same prompts in every performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The audience thought a lot about Wilson’s cruise performance after it ended. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Wilson shared his secret with the writer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The writer is planning to watch the magician on stage again. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. UPOTREBA JEZIKA I LEKSIKA

3.1 For each space, choose ONE word which you think best completes the text.

WE NEED MORE PEOPLE TO GO BY BIKE': MEET AMSTERDAM'S NINE-YEAR-OLD JUNIOR CYCLE MAYOR



During Amsterdam's chaotic (1) r _____ hour, nine-year-old Lotta Crok cycles to a very busy junction. "Look," she says. "There's (2) t _____ coming from everywhere. Four trams from four different directions. For a child on a bike that's really confusing!"

Lotta is the first junior cycle mayor in the world and her working area is the Dutch capital. It is her mission to inspire children to cycle every day and (3) d _____ attention to the obstacles that kids on bikes are (4) f _____. The number of bicycles in Amsterdam is (5) e _____ at 881,000 – more than the city's 850,000 inhabitants – and 63% of the population cycle daily.

The children who cycle in Amsterdam deal with numerous challenges. Lotta says: "The three biggest problems for us are cars, cycling tourists and scooters. The cars take up (6) t _____ much space, the tourists are always swaying side to side and stop when you (7) l _____ expect it, and the scooters simply run you over."

Lotta became junior cycle mayor when she won a contest in which schoolchildren were asked to come up (8) w _____ plans to make cycling safer and (9) m _____ fun. Her idea was to add children's bikes onto the popular bike share programme run by the state-owned railway operator. "My parents don't have a car, so when we go to another city we always take the train and then a railway-bike," she says. "As they don't have bicycles for children, I have to go on the (10) b _____ of my father's bike, which is a bit dangerous."

3.2 Read the text write the correct forms of the verbs in brackets. MR. BACHMANN SET ME ON THE RIGHT PATH



Teacher who Gave Life Lessons You Can't Find In a Textbook My wood-shop teacher, Mr. August J. Bachmann, was the most influential teacher I ever (1) _____ (have).

Once I got into trouble in his class fighting with another student. Instead of (2) _____ (send) me to the office, Mr Bachmann sat me down and said a simple thing: "Penna, you (3) _____ (waste) your life. You should (4) _____ (think) about the college instead." I didn't know anything about colleges or scholarships.

No one (5) _____ (ever, consider) before that a fatherless boy from the poorest neighborhood had a future. That day my teacher skipped his own lunch, stayed and explained possible education options to me.

Well, 53 years (6) _____ (pass), and what about the knowledge he gave me? I gained a PhD from Fordham University when I (7) _____ (be) only 29. I taught English and social studies and then moved up the chain of command from teacher to principal. I (8) _____ (win) a number of prestigious educational awards. But where would I be if a truly caring teacher (9) _____ (not, take) the time out of his lunch period to speak to me? I (10) _____ (push) forward only by his confidence in me.

Adapted from <http://www.rd.com/true-stories>

3.3 Fill in the blanks with the correct form of the words in brackets.

55-FOOT 'SEA MONSTER' WASHES UP IN CHINA



A (1) _____ (mass) sea creature has washed up on a beach in Guangdong, China.

According to The Sun, the »sea monster« is 55 feet long and weights approximately 4.5 tons. Upon seeing a photo of the carcass, three marine (2) _____ (biological) experts — Scott Baker, Bill Perrin and Bob Brownell — think it's a whale. »We hope somebody will collect the bones and a tissue sample for (3) _____ (genetics) analysis, as (4) _____ (recover) of whale carcasses is rare along the coast of China,« Baker said.

3.4 For questions 1-5, complete the second sentence using the word given so that it has a similar meaning to the first sentence. Do not change the word given. You must use between TWO and FIVE words, including the word given. Contractions (e.g. It's) count as two words. There is an example (0) at the beginning.

0. We won't get there on time without taking a taxi.

UNLESS

We won't get there on time unless we take a taxi.

1. I'd prefer you not to wear jeans to the office.

RATHER

I'd _____
jeans to the office.

2. It was reported that the hurricane had damaged almost the whole town.

HAVE

Almost the whole town was reported _____
by the hurricane.

3. It was a mistake not to apply for such a high-paying job.

WISH

I _____ for such a
high-paying job.

4. We booked seats but it was not necessary because there was plenty of room.

BOOKED

We _____ seats because there was
plenty of room.

5. There was a leak in the roof so they're fixing it now.

FIXED

There was a leak in the roof so we _____.

4.2 Choose one of the following writing tasks and write 120-180 words.

1. The news anchor's voice continued to crack with excitement:

»Now on World Breaking News Channel 3 – a story that stopped the world! Dear viewers, all we can say is that it is the end of the world as we know it. This is a beginning of a new era for you, for me, for us, for all the people everywhere... Many people, many scientists have worked on this idea for decades and we can finally confirm that the search is over! This breakthrough discovery will affect the entire world and it means ...“

Imagine you have just witnessed a breaking news announcement on your local TV station. Finish the quote above and write an article about what you think this breakthrough discovery might be about and what it will actually mean for the future of the mankind.

2. An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't.

Anatole France

After thirteen years of schooling you find yourself at the crossroads. It is an end of an era, some might say. What have you learned after so many years of education? Do you consider yourself educated - can you really tell the difference between what you DO know and what you DON'T know – about school, education, your future, life?

Give your opinion by using specific examples.

SAVJETI

- IZABERITE TEMU O KOJOJ ZNATE VIŠE.

VJEŽBAJTE PISANJE SASTAVA KOJI IMAJU OD 120 DO 180 RIJEČI. AKO SASTAV IMA PREMALO RIJEČI, ODUZIMAJU SE BODOVI. AKO JE BROJ RIJEČI VEĆI OD TRAŽENOG, SUVIŠNI DIO SASTAVA NEĆE SE OCJENJIVATI. U TOM SLUČAJU TEKST MOŽE IZGLEDATI NEZAVRŠEN, ŠTO DONOSI I MANJI BROJ BODOVA.

- PRVU VERZIJU SASTAVA NAPIŠITE NA DODATNOM PAPIRU. KONAČNU VERZIJU UREDNO PREPIŠITE NA PREDVIĐENO MJESTO.



Učenici na ispitu uz test dobijaju i list za upisivanje odgovora na zadatke višestrukog izbora.

Potrebno je da se za svaki od prvih pet zadataka, na odgovarajuće mjesto pažljivo prepisuju dobijeni odgovori.



LIST ZA ODGOVORE

ENGLESKI JEZIK

VIŠI NIVO

Uputstvo za označavanje tačnog odgovora:

Zadatak će se vrednovati sa 0 bodova:

- ako je označen netačan odgovor
- ako je označeno više odgovora
- ako nije označen nijedan odgovor



Ako pogriješite, to polje označite ovako: a željeni odgovor po gore navedenom pravilu

OVDJE

zalijepiti šifru učenika

1. Listening comprehension

2. Reading comprehension

1.1. T F

1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>

1.2. T F

1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>

2.1. A. B. C. D. E. F. G. H.

0.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. T F N.I.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2. A. B. C. D.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



RJEŠENJA SA UPUTSTVOM ZA BODOVANJE

1. LISTENING 20 BODOVA

1.1.

1. True 2. False 3. 250,000/a quarter of a million 4. In his native Malaysia.

1.2.

1. False 2. True 3. In April 1883. 4. A veil over her head.

2. READING 25 BODOVA

2.1.

1. B 2. A 3. D 4. E 5. G

2.2.

1. A 2. C 3. B 4. B 5. A 6. (the future of the whale) hunting 7. nervous and digestive system problems, liver disease, endocrine system damage, reproductive malformations, and growth and development issues.

2.3.

1. F 2. T 3. T 4. F 5. F 6. NI 7. F 8. T 9. F 10. NI

3. VOCABULARY AND GRAMMAR 25 BODOVA

3.1.

1. rush 2. traffic 3. draw 4. facing 5. estimated
6. too 7. least 8. with 9. more 10. back

3.2.

1. had 2. sending 3. are wasting 4. think 5. had ever considered
6. have passed 7. was 8. have won 9. hadn't taken 10. was pushed

3.3.

1. massive 2. biology 3. genetic 4. recovery

3.4

1. ... rather you didn't wear ...
2. ... to have been damaged ...
3. ... wish I had applied ...
4. ... needn't have booked ...
5. ... are having it fixed

4. PISANJE OSNOVNI/VIŠI NIVO UKUPNO 25 BODOVA

KRITERIJUM ZA OCJENJIVANJE PISANJA IMEJLA/PISMA

PREDMET/ POZDRAV (1 bod) Ocjenjuje se da li: ▪ odgovara forma	SADRŽAJ (2 boda) Ocjenjuje se da li: ▪ poruka odgovara temi ▪ su prisutni svi zadati elementi ▪ odgovara forma	LEKSIKA (3 boda) Ocjenjuje se: ▪ formalno/neformalno obraćanje (registar) ▪ upotreba riječi, fraza, idioma; kolokacije ▪ pravopis (pravilno pisanje riječi, interpunkcija)	GRAMATIKA (3 boda) Ocjenjuje se pravilna upotreba jezičkih struktura na nivou: ▪ oblika riječi ▪ fraza ▪ klauza ▪ rečenica	KOHERENTNOST I KOHEZIJA (1 bod) Ocjenjuje se: ▪ cjelovitost teksta, ▪ upotreba riječi i sintagmi kojima se povezuju ideje
1 ▪ ima predmet ▪ ima pozdrav na početku/kraju pisma	2 ▪ tekst u potpunosti odgovara postavljenoj temi ▪ prisutni su svi zadati elementi	3 ▪ odgovarajući registar ▪ odgovarajući vokabular ▪ minimalne greške (do 2 ili 3)	2 ▪ prikladnost u upotrebi jezičkih struktura, mali broj grešaka	1 ▪ tekst cjelovit ▪ povezane ideje
0 ▪ nema predmet ▪ nema pozdrav na početku/kraju pisma	1 ▪ tekst odgovara postavljenoj temi ▪ nije prisutno 1 ili 2 zadata elementa ▪ 20-30% teksta irelevantno za zadatu temu	2 ▪ uglavnom odgovarajući registar ▪ standardni izrazi i fraze/ reprodukcija, greške pri upotrebi složenijeg jezika ▪ povremene greške u pisanju	2 ▪ upotreba standardnih jezičkih struktura, uz povremene greške (do 30%) rijetko nerazumljiv	0 ▪ nepovezano
	0 ▪ prazno/nema odgovora ili nerazumljivo ili nečitko ili promašena tema ili nijedan zadati element nije prisutan ili upotrijebljeno manje od 50% riječi	1 ▪ djelimično odgovarajući registar (do 50% odstupanja) ▪ ograničena upotreba riječi ▪ brojne/česte greške	0 ▪ upotreba standardnih jezičkih struktura, povremena nerazumljivost brojne greške (više od 50%)	
		0 ▪ djelimično odgovarajući registar (više od 50% odstupanja) ▪ ograničena upotreba riječi ▪ brojne/česte greške (više od 50%) ▪ upotreba neprimjerenih riječi	0 ▪ nerazumljivost brojne greške (više od 50%)	
0 prazno/nema odgovora ili nerazumljivo ili nečitko ili promašena tema ili nijedan zadati element nije prisutan ili upotrijebljeno manje od 50% od zadatog broja riječi				

KRITERIJUM ZA OCJENJIVANJE PISANJA SASTAVA

SADRŽAJ (3 boda) Ocjenjuje se da li	LESIKA (5 bodova) Ocjenjuje se	GRAMATIKA (5 bodova) Ocjenjuje se	KOHERENTNOST I KOHEZIJA (2 boda) Ocjenjuje se
<ul style="list-style-type: none"> ▪ poruka odgovara temi ▪ su prisutni svi zadati elementi ▪ odgovara forma 	<ul style="list-style-type: none"> ▪ registar ▪ upotreba riječi, fraza, idioma; kolokacije ▪ pravopis (pravilno pisanje riječi, interpunkcija) 	<ul style="list-style-type: none"> ▪ pravilna upotreba jezičkih struktura na nivou ▪ oblika riječi ▪ fraza ▪ klauza ▪ rečenica 	<ul style="list-style-type: none"> ▪ cjelovitost teksta, pasusa ▪ upotreba riječi i sintagmi kojima se povezuju ideje
<p>2</p> <ul style="list-style-type: none"> ▪ tekst u potpunosti odgovara postavljenoj temi ili ▪ prisutni su svi zadati elementi 	<p>5</p> <ul style="list-style-type: none"> ▪ bogat rječnik i ▪ odgovarajući vokabular uz minimalne greške 	<p>5</p> <ul style="list-style-type: none"> ▪ raznovrsnost i prikladnost u upotrebi jezičkih struktura, mali broj grešaka 	<p>2</p> <ul style="list-style-type: none"> ▪ dobra povezanost na nivou teksta i dobra povezanost na nivou pasusa i ▪ raznovrsna upotreba riječi i sintagmi kojima se povezuju ideje
<p>2</p> <ul style="list-style-type: none"> ▪ tekst odgovara postavljenoj temi ▪ nije prisutno 1 ili 2 zadata elementa ▪ 20-30% teksta irelevantno za zadatu temu 	<p>4</p> <ul style="list-style-type: none"> ▪ bogat rječnik ili ▪ odgovarajući vokabular uz povremene greške 	<p>4</p> <ul style="list-style-type: none"> ▪ raznovrsnost i prikladnost u upotrebi jezičkih struktura, povremene greške 	<p>1</p> <ul style="list-style-type: none"> ▪ dobra povezanost na nivou teksta ali nema pasusa
<p>1</p> <ul style="list-style-type: none"> ▪ sastav djelimično odgovara postavljenoj temi ili je polovina teksta irelevantna ▪ ili nedostaje 30-50% riječi 	<p>3</p> <ul style="list-style-type: none"> ▪ uglavnom odgovarajući vokabular, jednostavan, prikladan rječnik uz povremene greške u pisanju ili izboru riječi (20%); 	<p>3</p> <ul style="list-style-type: none"> ▪ odgovarajuća upotreba jezičkih struktura uz mali broj grešaka (do 20%) 	<p>0</p> <ul style="list-style-type: none"> ▪ nepovezanost na nivou teksta i pasusa
<p>0</p> <ul style="list-style-type: none"> ▪ prazno/nema odgovora ili nerazumljivo ili nečitko ili promašena tema ili nijedan zadati element nije prisutan ili upotrijebljeno manje od 50% riječi 	<p>2</p> <ul style="list-style-type: none"> ▪ djelimično odgovarajući registar i/ili ▪ ograničena upotreba riječi uz brojne/česte pravopisne greške (do 40%), uglavnom razumljivo 	<p>2</p> <ul style="list-style-type: none"> ▪ upotreba standardnih jezičkih struktura uz povremene greške (do 30%), rijetko nerazumljiv 	

6.3. Kriterijum za ocjenjivanje pisanja

<p>0</p> <ul style="list-style-type: none"> prazno/nema odgovora ili nerazumljivo ili nečitko ili promašena tema ili nijedan zadati element nije prisutan ili upotrijebljeno manje od 50% riječi 	<p>2</p> <ul style="list-style-type: none"> djelimično odgovarajući registar i/ili ograničena upotreba riječi uz brojne/česte pravopisne greške (do 40%), uglavnom razumljivo 	<p>2</p> <ul style="list-style-type: none"> upotreba standardnih jezičkih struktura uz povremene greške (do 30%), rijetko nerazumljiv
	<p>1</p> <ul style="list-style-type: none"> djelimično odgovarajući registar (do 50% odstupanja) i/ili veoma ograničen vokabular sa vrlo čestim greškama 	<p>1</p> <ul style="list-style-type: none"> ograničena uporeba standardnih jezičkih struktura, povremena nerazumljivost uz brojne greške (do 50%)
	<p>0</p> <ul style="list-style-type: none"> neodgovarajući registar i/ili veoma ograničen vokabular sa vrlo čestim greškama (više od 50%), često nerazumljivo upotreba neprimjerenih riječi 	<p>0</p> <ul style="list-style-type: none"> brojne greške (više od 50%), česta nerazumljivost
<p>0</p> <p>prazno/nema odgovora ili nerazumljivo ili nečitko ili promašena tema ili nijedan zadati element nije prisutan ili upotrijebljeno manje od 50% od zadanog broja riječi</p>		

OSNOVNA LITERATURA

- 1.** FOCUS STUDENT`S BOOK 2 (Sue Kay, Vaughan Jones, Daniel Brayshaw, Bartosz Michalowski)
FOCUS WORKBOOK 2 (Daniel Brayshaw, Bartosz Michalowski)
- 2.** FOCUS STUDENT`S BOOK 3 (Sue Kay, Vaughan Jones, Daniel Brayshaw)
FOCUS WORKBOOK 3 (Daniel Brayshaw, Bartosz Michalowski)
- 3.** FOCUS STUDENT`S BOOK 4 (Sue Kay, Vaughan Jones, Daniel Brayshaw, Beata Trapnell)
FOCUS WORKBOOK 4 (Daniel Brayshaw, Bartosz Michalowski, Beata Trapnell)
- 4.** FOCUS STUDENT`S BOOK 5 (Sue Kay, Vaughan Jones, Heather Jones, Monica Berlis, Daniel Brayshaw, Dean Russell)
FOCUS WORKBOOK 5 (Daniel Brayshaw, Tomasz Siuta, Beata Trapnell, Dean Russell)



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