



ISPITNI KATALOG

ENGLLESKI JEZIK

**STRUČNI ISPIT
U ČETVOROGODIŠNJOJ
STRUČNOJ ŠKOLI**

ŠKOLSKA 2010/2011. GODINA

Ispitni katalog pripremili:

doc. dr Igor Lakić, Institut za strane jezike

Fadila Kajević, Zavod za školstvo

Jadranka Grbović, Gimnazija „Slobodan Škerović“ - Podgorica

Snežana Brajović, SŠ „Ivan Goran Kovačić“ - Herceg Novi

Divna Paljević Šturm, Ispitni centar

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1. UVOD

Državna matura uvodi se školske 2010/11. godine u obrazovni sistem Crne Gore i predstavlja standardizovanu eksternu provjeru školskih postignuća učenika na kraju četvorogodišnjeg gimnazijskog obrazovanja. Na osnovu Zakona o gimnaziji ("Sl. list RCG", br. 64/02 od 28. 11. 2002, 49/07 od 10. 08. 2007, "Sl. list Crne Gore", br. 45/10 od 04. 08.2010), maturalni ispit polaže se eksterno (član 38), a za pripremu ispitnih materijala i sprovođenje procedure državne mature zadužen je Ispitni centar Crne Gore.

Ispitni katalog detaljno opisuje eksterni ispit iz Engleskog jezika kao drugog stranog jezika. Namijenjen je učenicima i nastavnicima. U Ispitnom katalogu navedeni su opšti ciljevi ispita, struktura ispita i sadržaj koji će se ispitivati. Ponuđen je primjer testa sa shemom za ocjenjivanje.

2. OPŠTI CILJEVI ISPITA

Ispitni ciljevi zasnovani su na jezičkim kompetencijama definisanim predmetnim programom.

Lingvističke kompetencije:

- poznavanje stranog jezika na nivou morfologije, sintakse, semantike, leksike i na tekstualnom nivou i osposobljenost za pismeno sporazumijevanje.

Sociolingvističke kompetencije:

- sposobnost razumijevanja tekstova s obzirom na njihovu namjenu i vantekstualne 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:

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

Sociokulturološka znanja:

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

3. STRUKTURA EKSTERNOG ISPITA

Pismeni ispit iz Engleskog jezika sastoji se iz četiri područja: slušanja, čitanja, gramatike i leksike i pisanja. Bez obzira na broj pitanja, svako područje donosi jednak broj od ukupno 100 bodova.

Dio	Područje /vrijeme	Sadržaj	Tip zadatka	Udio u testu
1	Slušanje 15 minuta	2 zadatka →dijalog →izlaganje	→višestruki izbor →alternativni izbor →kratak odgovor	25%
2	Čitanje 30 minuta	2 zadatka →tekstovi do 800 riječi (pismo, brošura, novinski članak, reportaža)	→višestruki izbor →alternativni izbor →povezivanje →ređanje →kratak odgovor	25%
3	Gramatika i leksika 30 minuta	3-4 zadatka →leksika →gramatika	→test zatvorenog tipa →test otvorenog tipa →transformacija rečenica →građenje riječi	25%
4	Pisanje 45 minuta	2 zadatka: →kratka poruka (40 - 50 riječi) →pisanje sastava (100-120 riječi)	→e-mail poruka →formalno i neformalno pismo, članak, izvještaj, priča, sastav u kome iznosi argumente za i protiv nekog gledišta	25%

4. ISPITNI PROGRAM

4.1. TEME

1. Porodica, dom i okruženje
2. Odnosi u porodici i društvu
3. Slobodno vrijeme i razonoda
4. Obrazovanje
5. Ishrana
6. Zdravlje
7. Kupovina
8. Putovanja
9. Uslužne djelatnosti
10. Aktuelna zbivanja i društvo
11. Klima i vremenski uslovi

4.2. JEZIČKI SADRŽAJI

RIJEČI

Imenice

- regular and irregular plural forms, plural only/singular only, foreign plural
- countable & uncountable
- Genitive: 's, ' , double genitive, Saxon genitive with measures, time expressions

Zamjenice

- personal pronouns
- demonstrative pronouns (*this, these, that, those*)
- possessive pronouns
- relative pronouns (*who, whom, that, which, whose*)
- interrogative pronouns
- reflexive/emphatic pronouns
- indefinite pronouns (*somebody, anything, everybody...*)

Član

- indefinite article *a/an*, definite article *the*, zero article

Kvantifikatori

- *some, any, no, every, much, many, several, few, a few, little, a little*

Glagoli

- Verb forms
- Present Simple
- Present Continuous
- Past Simple
- Past Continuous
- Present Perfect
- Present Perfect Continuous
- Past Perfect
- Future forms
 - will + V
 - be going to + V
 - Present Simple
 - Present Continuous
 - Future Continuous^R
 - Future Perfect Simple^R
- Past Perfect Continuous^R
- Sequence of Tenses
- Question Tags
- Imperative
- Causative *have/get*
- *I wish* (present & past time reference), *I wish/If only* + S + would
- *used to*
- *be used to*
- Modal auxiliaries and modal auxiliaries equivalents
- (*can, could, must, will, would, need, shall, should, may, might*,
- *have to, be able to, be allowed to*)
- modals + perfect infinitive
- Passive Voice
 - Passive Voice (all tenses)
 - Passive Voice with O_d and O_i
 - passive infinitive: *to be* V_{-ed/en}
 - passive gerund: *being* V_{-ed/en}
 - It + passive + that clause (*it is believed that...*)
- Multi-part verbs
- Gerund or Infinitive

- Verbs followed by V_{-ing} and infinitives
- verbs of reporting + Gerund /Infinitive;
- verbs of perception + V /V_{-ing}'
- phrases + gerund
- verbs expressing likes & dislikes + V / V_{ing}
- Infinitive (with /without to)
- perfect infinitive (with /without to)

Vežnici

- Coordinating: *and, but, as well as, or, either ...or, neither... nor*
- Subordinating: *that, after, before, since, until, when, while, because, as, where, if, unless, what*

Brojevi

- cardinal numbers
- ordinal numbers

Pridjevi

- Possessive adjectives: *my, your, his, her, its, our, their*
- demonstrative adjectives (*this, these, that, those*)
- regular and irregular comparison of adjectives (comparative, superlative)
- comparison of equality (*as+adj+as*) & inequality (*not so+adj+as*)
- comparison of adjectives (superiority; inferiority)
- participles: present participle V_{-ing}, past participle V_{-ed/en}
- adjective word order

Prilozi

- manner (*fast*), place (*here*), time (*now*), degree (*very*), frequency (*often*)
- Comparison of adverbs
- adverbs with two forms
- word order

Prijedlozi

- position, direction, time

TVORBA RIJEČI

- derivation
- compound nouns (*newspaper, waiting- room, pocket money*), adjectives

REČENICA

- Affirmative sentences
- Negative sentences
- Questions: Yes/No questions, wh-questions
- Tag Questions
- Imperative
- Nominal clauses (*that*),
- Relative clauses (defining, non-defining - *who, whom, which, that, whose*)
- Adverbial clauses (denoting time, place and conditional clauses – types 0, 1, 2, (3R))
- Clauses of Purpose (*in order to, so that*),
reason: *as, because, since, Comparison (the...the...)*,
- Reported Speech (statements, questions, commands)
- Linking devices (*however, generally, in addition*)

^RReceptivno

4.3. ISPITNI CILJEVI

Ispitni ciljevi definisani su na osnovu obaveznog načina provjere znanja i obrazovnih standarda, a obuhvataju vještine slušanja, čitanja i pisanja, kao i gramatiku 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,
- pronade 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.

PISANJE

Učenik/ca je u stanju da:

- u **pismenoj interakciji** napiše e-mail, poruku, formalno ili neformalno pismo,
- u **pismenoj produkciji** napiše rezime, članak, izvještaj, opise ljudi, mjesta, događaja i situacija, priču, sastav u kome iznosi argumente za neko gledište i protiv njega.

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.

GRAMATIKA 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.

5. PRIMJER TESTA

PRAVILA

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

Ispitni materijal biće zapakovan u posebne sigurnosne koverta, koje će se otvoriti 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
- korišćenje nedozvoljenog pribora i mobilnog telefona
- korišćenje rječnika
- oštećenje šifre na test-knjižici
- nepoštovanje znaka za završetak ispita

Dozvoljeni pribor: grafitna olovka i hemijska olovka/nalivpero.

Učenikov rad mora biti napisan hemijskom olovkom/nalivperom.

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

1. Slušanje

1.1. For questions 1- 5, choose the correct answer (A, B or C).

1. Listen to Kate talking about physical exercises.

What kind of advice is she offering?

- A. How to lose weight.
- B. How to travel faster.
- C. To join a local gym.

2. Listen to an interview with an actress.

What is the actress doing?

- A. expressing regret
- B. making a comparison
- C. offering advice

3. Listen to Matthew describing someone.

Whom is Matthew describing?

- A. his girlfriend
- B. his mother
- C. his sister

4. Listen to a young man talking to his brother.

What is the young man doing?

- A. expressing an opinion
- B. giving advice
- C. making suggestions

5. Listen to a man talking to someone.

What is the relationship between the man and the person he is talking to?

- A. employer and employee
- B. father and daughter
- C. husband and wife

1.2. You will hear a mother talking about her daughter's computer skills. For questions 1-6, choose the correct answer (A, B or C).

1. Jennifer had problems with
 - A. a computer game.
 - B. her daughter.
 - C. penguins.

2. Sarah is in grade
 - A. four.
 - B. five.
 - C. six.

3. What did Sarah's mother realise about Sarah?
 - A. Sarah liked Mozart a lot.
 - B. Sarah was a good dancer.
 - C. Sarah was the best person to help.

4. Which of the following is true about computer support specialists?
 - A. They are strong people.
 - B. They sell computers.
 - C. They solve problems.

5. What is an average annual salary of a computer specialist?
 - A. \$ 14,350
 - B. \$ 44,315
 - C. \$ 44,350



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 prepisete odgovore na List za odgovore.

2. Čitanje

2.1 Read the text and for questions 1-8, choose the correct answer (A, B or C).



Foods Taste Better With McDonald's Logo, Kids Say

1. Hamburgers, French fries, chicken nuggets, and even milk and carrots all taste better to kids if they think they came from McDonald's, a study by Dr. Thomas Robinson, a professor of pediatrics and of medicine at Stanford University, suggests.
2. His team had 63 children, ages 3 and 5, sample five foods: chicken nuggets, a hamburger, french fries, baby carrots and milk. The chicken nuggets, hamburger and french fries were all from McDonald's; the carrots and milk were from a grocery store. Each sample was divided into two portions: one wrapped in a McDonald's wrapper or placed in a McDonald's bag and the other in a wrapper without the McDonald's logo.
3. After taste-testing, 77 percent said the labelled fries tasted better, fifty-four percent preferred McDonald's-wrapped carrots. "Kids don't just ask for food from McDonald's," Robinson said. "They actually believe that the chicken nugget they think is from McDonald's tastes better than an identical, unbranded nugget."
4. "This study demonstrates simply and elegantly that advertising literally brainwashes young children," said Dr. David Katz, the director of the Prevention Research Center at Yale University School of Medicine. "Kids, it seems, literally do judge a food by its cover. And they prefer the cover they know," said Katz.
5. Further research revealed that one-third of the children ate at McDonald's more than once a week, and more than three-quarters had McDonald's toys at home. In addition, the children in the study had an average of 2.4 televisions in their homes. More than half the kids had a TV in their bedrooms. "We found that kids with more TVs in their homes and those who eat at McDonald's more frequently were even more likely to prefer the food in the McDonald's wrapper," Robinson said.
6. A McDonald's spokesperson said that this is an important study and the company has been working on providing healthy food choices. "McDonald's own 'branding' of milk, apples, salads, and other fruits and vegetables has directly resulted in major increases in the purchases of these menu items by moms, families and children," he said. "The fact is, parents make the decisions for their children."
7. Last December, McDonald's and nine other food companies agreed to devote at least half their advertising to promoting healthier choices for children. But many experts remain unimpressed. "The best response the fast-food industry could make," Robinson said, "is to change their menus to include a majority of healthful foods instead of encouraging consumption of high-fat, high-calorie foods."

8. It is estimated that McDonald's spends more than \$1 billion dollars per year on U.S. advertising. "It's really an unfair playing field out there for young children. It's very clear they cannot understand the persuasive nature of advertising."
9. Children in the United States are already subject to epidemic obesity and rising rates of onset diabetes. If current trends persist, even greater threats, such as heart disease in adolescence, could become common. "The branding of junk foods into the minds of young children should be eliminated. When product familiarity is breeding ill health, it is time to put a stop to it," Katz said.

<http://health.usnews.com>

1. In this study, what were the children asked to do?
 - A. To decide which food had a better taste.
 - B. To decide which wrapping paper looked nicer.
 - C. To guess which food came from McDonald's.
2. Why did the children prefer the food in the McDonald's wrapper?
 - A. Its taste was different from the food in unmarked wrappers.
 - B. The cover was colourful.
 - C. They believe that anything made by McDonald's tastes better.
3. How many types of food did the kids taste-test?
 - A. Three.
 - B. Four.
 - C. Five.
4. Which McDonald's item was preferred by the largest percentage of children?
 - A. branded carrots
 - B. branded french fries
 - C. branded hamburgers
5. Children's preference for McDonald's wrapper depends on (Paragraph 5)
 - A. what they ate at McDonald's.
 - B. the number of McDonald's toys they had at home.
 - C. the number of TV sets in their homes.
6. Paragraph 6 implies that the purchases of fruit and vegetables were increased thanks to
 - A. McDonald's brand on these products.
 - B. McDonald's spokesperson.
 - C. moms, families and children.
7. What is Dr Robinson's advice to the fast-food industry?
 - A. Change menus and include more high-fat foods.
 - B. Encourage high-calorie food consumption.
 - C. Promote healthier food choices.
8. Which of the following is true of paragraph 8?
 - A. Advertisers are playing a fair game with young children.
 - B. McDonald's does not invest enough money in advertising fast-food products for children.
 - C. Young children are unaware of the intention of advertising.

2.2 Read the text and choose from the titles A-I the one which fits each gap (1-8). There is one extra title which you do not need to use.



1.

The International Astronomical Youth Camp (IAYC) 2009 will take place in southern Poland, near the small town of Korbielow in the Beskid Zywiecki district which is part of the outer Eastern Carpathians.

2.

The IAYCs are organised by an international team of students and young scientists. They are all volunteers who started as participants in the IAYC and were then asked to join IWA, the association that has been organising these camps for almost forty years now. It must be stressed that we do not have any commercial interest in organising the IAYCs. However, IWA IAYC has a great deal of experience in organising these camps.

3.

You also must be able to communicate in English. As we all come from different countries, English is the common camp language. Therefore, you have to speak English not only during the activities in the working groups and the non-astronomical programme, but throughout the entire camp. The aim of this is also to discourage people from the same country or language group to spend all their time together. IAYC offers you a great opportunity to make friends from other countries and it would be a pity to waste that opportunity. You should not worry though, as your English does not need to be perfect. But you should be able to have a normal conversation without a dictionary.

4.

The IAYC day starts with breakfast at 12:00 (noon). After breakfast, the first working group session takes place. The working group sessions last about two hours, and after that there is some free time. You can participate in one of the sports competitions, learn how to develop photos, build and launch micro-rockets, take a walk with your friends... you choose. After dinner, it's NAP time (NAP stands for Non-Astronomical Programme), then a 2-hour evening session. Around midnight we have a light meal and if the sky is clear we observe. Three days are reserved for a special NAP programme, an excursion and a free day. At ten o'clock in the evening, the second daily working group session takes place. A light meal at midnight ends this evening working group session. If the sky is clear, you will have the opportunity to observe afterwards.

5.

Most of the astronomical activities in the camp take place in working groups. There are eight working groups; each one has about 8 participants and one leader who is responsible for the group. Every member of the group works on his or her project, either alone or in groups of 2 or 3. At the end of the camp, everybody will write a small report on the project and all

these reports are then gathered in a book which will be sent to you after the camp. This makes a nice souvenir and a good way to know what everybody worked on during the camp.

6.

Doing astronomy for three weeks without anything else drives you nuts. That's why every day after dinner, there is an anything-but-astronomy activity with the entire group: group games, singing evenings, discussions and many more things.

7.

If you want to know more about the IAYC, or if you want to participate in next year's camp, then email us at info@iayc.org. People having serious problems paying this participation fee can apply for a grant. If our financial support is necessary for you to attend the camp, then contact Ana on the address below or write an email to info@iayc.org in order to obtain the application form for our limited grant programme.

Adapted from www.iac.org

- A.** About IAYC
- B.** A lot of good telescopes
- C.** Contacting the IAYC
- D.** IWA: the organisation behind the IAYCs
- E.** Life in an IAYC camp
- F.** Non-astronomical programme
- G.** Participants in the IAYCs
- H.** Working groups

3. Gramatika i leksika

3.1 Read the text and choose the correct answer (A, B, C or D) to fill in the gap.

MONTENEGRO – WILD BEAUTY OF THE MEDITERRANEAN

I'm planning a **(1)** to Montenegro by car at the beginning of September. We think to enter Montenegro and **(2)** one night in Kotor, three or four in Budva (using it as a base to **(3)** the surroundings and to enjoy the beaches), **(4)** go inland to spend a **(5)** of days in Žabljak.

I'm wondering:

Which is the better way from Budva to Žabljak? Via Nikšić (visiting Ostrog Monastery) or via the Morača valley (visiting Morača Monastery and **(6)** Tara river)?

Do you have **(7)** advice, suggestions to my planned itinerary?

- | | | | | |
|----|-------------|-----------|------------|----------|
| 1. | A excursion | B journey | C vacation | D voyage |
| 2. | A pass | B reach | C remain | D spend |
| 3. | A attend | B go | C visit | D walk |
| 4. | A after | B before | C than | D then |
| 5. | A couple | B few | C pair | D some |
| 6. | A a | B an | C -- | D the |
| 7. | A all | B any | C each | D other |

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 Transform the following sentences using the given word(s) so that they have a similar meaning. You can use no more than five words including the given word.

1. It's possible that he is busy now.

MIGHT

He busy now.

2. Africa doesn't have enough water, so they can't grow a lot of crops there.

MORE

If Africa, they would be able to grow a lot of crops there.

3. At the moment, he is collecting old books for school libraries.

COLLECTED

At the moment, old books for school libraries.

4. "Did you really buy this beautiful sweater for me, Bill?"

BOUGHT

She wondered that beautiful sweater for her.

5. We haven't arranged to do anything in particular this weekend.

ARE

We anything in particular this weekend.

4. Pisanje

4.1 You want to go to a concert / a sports event. Tell your friend about it and ask him / her by e-mail to join you.

Fill in the field: **Subject**.

In the writing area:

- include when and where the concert / sports event will take place
- invite your friend and say why you should go to that event

Write **40-50** words.

From:	Ivan/a
To:	
Subject:	
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

6. Rješenje testa i način ocjenjivanja

1. SLUŠANJE

Ukupno 25 bodova

Zadatak 1.1

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

Zadatak 1.2

- 1 – A
- 2 – B
- 3 – C
- 4 – C
- 5 – C

2. ČITANJE

Ukupno 25 bodova

Zadatak 2.1

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

Zadatak 2.2

1. A
 2. D
 3. G
 4. E
 5. H
 6. F
 7. C
- B je suvišan.

4. PISANJE

Ukupno 25 bodova

Zadatak 4.1

Pisanje poruke/pisma od 30 do 50 riječi – 40% ili 10 bodova

Zadatak 4.2

Pisanje sastava od 100 do 120 riječi – 60% ili 15 bodova

3. GRAMATIKA I LEKSIKA

Ukupno 25 bodova

Zadatak 3.1

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

Zadatak 3.2

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

Zadatak 3.3

1. He might be busy now.
2. If Africa had more water, they would be able to grow a lot of crops there.
3. At the moment, old books are being collected for school libraries.
4. She wondered if Bill had really bought that beautiful sweater for her.
5. We are not doing anything in particular this weekend.

Kriterijum za ocjenjivanje pisanja – e-mail od 30 do 50 riječi

	Sadržaj	Leksika	Gramatika	Koherentnost i kohezija
CILJ	Ocjenjuje se da li → poruka/pismo odgovara temi su prisutni svi zadati elementi	Ocjenjuje se → formalno/neformalno obraćanje (registar) → upotreba riječi, fraza, idioma; kolokacije → pravopis (pravilno pisanje riječi, interpunkcija)	Ocjenjuje se pravilna upotreba jezičkih struktura na nivou → oblika riječi → fraza → klauza → rečenica	Ocjenjuje se → cjelovitost teksta, → upotreba riječi i sintagmi kojima se povezuju ideje
BROJ BODOVA	2 → tekst u potpunosti odgovara postavljenoj temi prisutni su svi zadati elementi upotrijebljena je odgovarajuća forma	3 → odgovarajući registar → odgovarajući vokabular → minimalne greške (2 ili 3)	2 → prikladnost u upotrebi jezičkih struktura, mali broj grešaka	1 → povezanost na nivou teksta → upotreba riječi i sintagmi kojima se povezuju ideje
	1 → tekst odgovara postavljenoj temi, ali nedostaje do pola zadatih elemenata; ili je 20-30% teksta irelevantno za zadatak temu	2 → uglavnom odgovarajući registar → standardni izrazi i fraze/ reprodukcija, greške pri upotrebi složenijeg jezika → povremene greške u pisanju	1 → ograničena upotreba standardnih jezičkih struktura, povremena nerazumljivost → brojne greške (do 50%)	0 → nepovezanost na nivou teksta
		1 → djelimično odgovarajući registar (do 50% odstupanja) → ograničena upotreba riječi → brojne greške (do 50%)	0 → 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 prazno/nema odgovora III nerazumljivo III nečitko III promašena tema III nijedan zadati element nije prisutan III upotrijebljeno manje od 50% od zadatog broja riječi				

Kriterijum za ocjenjivanje pisanja – sastav od 100 do 120 riječi

	Sadržaj	Leksika	Gramatika	Koherentnost i kohezija
CILJ	Ocjenjuje se da li → sastav odgovara temi → su prisutni svi zadati elementi → odgovara forma sastava (pasusi, pismo...)	Ocjenjuje se → formalno/neformalno obraćanje (registar) → upotreba riječi, fraza, idioma; kolokacije → pravopis (pravilno pisanje riječi, interpunkcija)	Ocjenjuje se pravilna upotreba jezičkih struktura na nivou → oblika riječi → fraza → klauza → rečenica	Ocjenjuje se → cjelovitost teksta, pasusa → upotreba riječi i sintagmi kojima se povezuju ideje
BROJ BODOVA	2 → sastav u potpunosti odgovara postavljenoj temi i upotrijebljena je odgovarajuća forma III → prisutni su svi zadati elementi i upotrijebljena je odgovarajuća forma	4 → odgovarajući registar I → odgovarajući vokabular uz minimalne greške	4 → raznovrsnost i prikladnost u upotrebi jezičkih struktura, skoro bez grešaka	2 → dobra povezanost na nivou teksta i → dobra povezanost na nivou pasusa i → odgovarajuća upotreba riječi i sintagmi kojima se povezuju ideje
	1 → sastav djelimično odgovara postavljenoj temi, <u>ali</u> nedostaje jedan ili više zadatih elemenata (do 50%) ili je polovina teksta irelevantna → nedostaje 30-50% riječi	3 → uglavnom odgovarajući registar uz povremenu upotrebu kratkih formi/ govornog jezika (20% odstupanja); → jednostavan, prikladan rječnik uz povremene greške u pisanju ili izboru riječi (20%);	3 → odgovarajuća upotreba jezičkih struktura uz mali broj grešaka (do 20%)	1 → dobra povezanost na nivou teksta uz povremenu nepovezanost na nivou pasusa
		2 → djelimično odgovarajući registar I/III → ograničena upotreba riječi uz brojne/česte pravopisne greške (do 40%), uglavnom razumljivo	2 → upotreba standardnih jezičkih struktura uz povremene greške (do 30%), rijetko nerazumljivo	0 → nepovezanost na nivou teksta i pasusa
		1 → djelimično odgovarajući registar (do 50% odstupanja) I/III → veoma ograničen vokabular sa vrlo čestim greškama	1 → ograničena uporeba standardnih jezičkih struktura, povremena nerazumljivost uz brojne greške (do 50%)	
		0 → neodgovarajući registar I/III → veoma ograničen vokabular sa vrlo čestim greškama (više od 50%), često nerazumljivo → upotreba neprimjerenih riječi	0 → brojne greške (više od 50%), česta nerazumljivost	
0 bodova prazno/nema odgovora III nerazumljivo III nečitko III promašena tema III nijedan zadati element nije prisutan III upotrijebljeno manje od 50% od zadatog broja riječi				

Test razumijevanja slušanog teksta - tekstovi za slušanje

TEKST 1.1

1. Listen to Kate talking about physical exercises. What kind of advice is she offering?

"In the last couple of years I've added more than a few extra kilos to my once slim figure. I joined a local gym but I never manage to find time to go there because I travel about five days a week. So I've invented a set of exercises for busy travellers like me. For example, you yourself should always carry all your bags. And it's much better to take the stairs, rather than use the escalator or elevator. In that way you can burn a lot of calories".

2. Listen to an interview with an actress. What is the actress doing?

"Yes, I was very young when I started acting. Looking back, I'm now sure that wasn't the right thing, but no one advised me to wait. I thought I knew what I wanted, you're so sure of yourself at that age. Now I wish I'd waited a bit and carried on with my education, maybe gone to University or something, but I was just impatient to get on with my life, I suppose."

3. Listen to Matthew describing someone. Whom is Matthew describing?

"Well, she's an amazing girl. You know, nice-looking, long legs, friendly and, yeah, talkative. That's simply the way girls are. But I really love her a lot and we get on real well. She's got beautiful blue eyes and long, curly hair just like mine. We both take after Mum, thank Goodness. Why? My old man is bald, that's why!"

4. Listen to a young man talking to his brother. What is the young man doing?

"Listen, what about going to New Zealand then? I know it's more expensive but just try and imagine us there. All that beautiful nature and stuff. We could ask granny to give us some extra money, right? OK, we'll leave her out of it. Then how about getting a job this summer? What do you say? Let's buy some newspapers and see if we can find something."

5. Listen to a man talking to someone. What is the relationship between the man and the person he's talking to?

"Sarah, you know that I work very hard to earn some decent money for all of us. And I wouldn't mind if you spent the money I gave you on useful things. I mean, I don't expect you or your sister to save every penny I give you. But you buy so much rubbish that it really needs to stop. Right now or I will not pay for your school excursion. Which is quite expensive, by the way."

TEKST 1.2

You will hear a mother talking about her daughter's computer skills.

COMPUTER PROBLEMS? CALL A 9-YEAR-OLD

My friend Jennifer called last week with a problem. Nobody in her family knew how to decorate her daughter's house in Club Penguin, a popular children's Internet game. It was an emergency, and I got the call for help on my answering machine. "I'm not really good with computers," Jennifer's voice said apologetically. "So I was wondering if you could help tomorrow."

We're the family in our street that people always phone when they need help with their computers. Unfortunately, my husband was unavailable. And I barely know how to use the technology in my own home. But even as I tried to remember which buttons to press to delete her message, I heard Jennifer's voice say: "If so, could you please send over Sarah?" My daughter Sarah? The fifth-grader??

I realised that Jennifer is right. Of all of us, Sarah was the one whose fingers danced across the laptop like Mozart played the piano.

I found her in her bedroom, composing an e-mail message to remind her father to bring home his Mac with the new Windows emulator on it. She has been asking him to do it for weeks. "Can you visit Jennifer tomorrow?" I asked. "Let me check," she said, clicking on her Google calendar. "O.K., but I have to be back for a play date at noon."

And that was how my youngest daughter officially entered the work force as a computer support specialist. It's a job that requires strong problem-solving skills and paid an average annual salary of \$44,350. There were 514,460 people who had this job title last year.

I guess most of them were older than 9. But who knows? Things change so quickly that the expertise you have as a 9-year-old may be out-of-date by the time you're 12 or 13. You need to keep an eye on young children who know what you don't. Who knows how much time Sarah has before some smarter 5-year-old starts beating her in the computer lab at school?

The next day, Jennifer paid Sarah \$10 for an hour's work. Then Sarah went home, found her father struggling with the Windows emulator, and explained that to quit it, it was first necessary to shut down all the windows. Or something like that.

7. LITERATURA

Anna Sikorzynska, Michael Harris, David Mower: Opportunities Pre-Intermediate, Longman, 2006.

Anna Sikorzynska, Michael Harris, David Mower: Opportunities Intermediate, Longman, 2006.

LIST ZA ODGOVORE

Učenci će uz test dobiti i List za upisivanje odgovora na zadatke višestrukog izbora. Potrebno je da na odgovarajuće mjesto prepisuju svoje odgovore.



MATURSKI ISPIT

LIST ZA ODGOVORE

Engleski jezik

2. strani jezik

Šifra učenika

Označavati ovako: <input checked="" type="checkbox"/>																				
1. Listening				2. Reading				3. Vocabulary and Grammar												
1.1. zad.		A.	B.	C.	2.1. zad.		A.	B.	C.	3.1. zad.		A.	B.	C.	D.					
1.	<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"/>	1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
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					8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											
1.2. zad.		A.	B.	C.	2.2. zad.								A.	B.	C.	D.	E.	F.	G.	H.
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					7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



Vaka Đurovića bb, 81 000 Podgorica
ic@iccg.co.me, www.iccg.edu.me