

ZBIRKA TESTOVA
ZA POLAGANJE MATURSKOG I STRUČNOG ISPITA
IZ

ENGLLESKOG JEZIKA



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Zavod za udžbenike i nastavna sredstva
PODGORICA

**ZBIRKA TESTOVA ZA POLAGANJE
MATURSKOG I STRUČNOG ISPITA
IZ
ENGLSKOG JEZIKA**

Izdavač:

ISPITNI CENTAR – PODGORICA
ZAVOD ZA UDŽBENIKE I NASTAVNA SREDSTVA – PODGORICA

Za izdavača:

DR ŽELJKO JAĆIMOVIĆ
NEBOJŠA DRAGOVIĆ

PREDGOVOR

Pred vama je zbirka zadataka na maturalnom i stručnom ispitu iz engleskog jezika. Zadaci su raspoređeni po oblastima – slušanje, čitanje, leksika/gramatika i pisanje. Pored svakog zadatka je oznaka težine - M za maturalni ispit, odnosno S za stručni ispit. U drugom dijelu su rješenja zadataka i sheme za bodovanje eseja.

Zbirka je namijenjena svima koji polažu maturalni ili stručni ispit iz engleskog jezika, ali i nastavnicima/nastavnicama koji pripremaju za ispit.

*Divna Paljević,
savjetnik za strane jezike
u Ispitnom centru*

Struktura maturalkog ispita

Ispit se sastoji iz četiri područja: slušanja, čitanja, gramatike i leksike i pisanja. Bez obzira na broj pitanja, svako područje donosi 25 bodova. Test traje 180 minuta.

Dio	Područje /vrijeme	Sadržaj	Tip zadatka	Udio u testu
1	Slušanje 20 minuta	2 zadatka • dijalog • izlaganje	• višestruki izbor • tačno - netačno • kratak odgovor	25 bodova
2	Čitanje 50 minuta	3 zadatka • književni tekst, brošura, novinski članak, reportaža	• višestruki izbor • tačno - netačno • povezivanje	25 bodova
3	Gramatika i leksika 35 minuta	2-4 zadatka • gramatika • leksika	• cloze test zatvorenog tipa • cloze test otvorenog tipa • građenje riječi	25 bodova
4	Pisanje 75 minuta	2 zadatka: • pisanje formalnog pisma (80-120 riječi) • pisanje sastava (120-180 riječi)	• formalno i neformalno pismo, članak, izvještaj, priča, esej, sastav u kome iznosi argumente u prilog ili protiv nekog gledišta	25 bodova

Struktura stručnog ispita

Ispit se sastoji iz četiri područja: slušanja, čitanja, gramatike i leksike i pisanja. Bez obzira na broj pitanja, svako područje donosi 25 bodova. Test traje 120 minuta.

Dio	Područje /vrijeme	Sadržaj	Tip zadatka	Udio u testu
1	Slušanje 15 minuta	2 zadatka • dijalog • izlaganje	• višestruki izbor • tačno - netačno • kratak odgovor	25 %
2	Čitanje 35 minuta	2 zadatka • informativni tekstovi (pismo, brošura, novinski članak, reportaža)	• višestruki izbor • tačno - netačno • povezivanje	25 %
3	Gramatika i leksika 30 minuta	3-4 zadatka • leksika • gramatika	• cloze test zatvorenog tipa • cloze test otvorenog tipa • građenje riječi	25 %
4	Pisanje 40 minuta	2 zadatka: • kratka poruka, e-mail ili 40-50 riječi • pisanje sastava (100-120 riječi)	• e-mail, poruka, pismo, članak, izvještaj, priča, esej, sastav u kome iznosi argumente u prilog ili protiv nekog gledišta	25 %

PRAVILA ZA RJEŠAVANJE TESTA NA MATURSKOM I STRUČNOM ISPITU

Za vrijeme rada na testu nije dozvoljena upotreba rječnika i elektronskih uređaja.

Odgovore treba pisati hemijskom olovkom.

Na kraju testa odgovore na pitanja zatvorenog tipa treba prepisati hemijskom olovkom na list za odgovore.

Kod pisanja sastava dozvoljeno je pisanje koncepta na listovima za koncept. Treba voditi računa o broju riječi, jezičkoj pravilnosti i čitljivosti teksta. Konačna verzija se čitko prepisuje na predviđeno mjesto u testu i ona se ocjenjuje.

PRVI DIO: SLUŠANJE

Format pitanja:

Tačno/netačno

Višestruki izbor

MS Zadatak 1

You will hear Sir David Attenborough, the famous British biologist, talking about the habit of collecting objects. He compares people and animals, and goes back to prehistoric times to find some answers about the passion of collecting.

For sentences 1–5, decide if each statement is true or false and put a tick (✓) in the appropriate box.

		TRUE	FALSE
1.	Sir David Attenborough has always been a passionate collector of objects.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Among living creatures, only people collect objects.	<input type="checkbox"/>	<input type="checkbox"/>
3.	More men than women have been famous collectors in history.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Most of us read all the books that we buy.	<input type="checkbox"/>	<input type="checkbox"/>
5.	In prehistoric times women usually went hunting and food collecting.	<input type="checkbox"/>	<input type="checkbox"/>

MS Zadatak 2

You will hear Harriet Gilbert, a BBC presenter, retelling the beginning of the novel *The Kite Runner*. Then the author of the novel, Khaled Hosseini, reads the opening sentences. It is about two boys, Amir and Hassan, who used to be childhood friends. Listen to the interview and choose the correct answer (A, B or C).

- 1. Where was Amir born?**
 - A. in Afghanistan
 - B. in California
 - C. in Iraq
- 2. Do Amir and Hassan belong to the same social class?**
 - A. Yes, both are poor.
 - B. Yes, both are rich.
 - C. No, Amir is rich and Hassan is poor.
- 3. When Hassan is attacked, Amir does not help him. Does Amir forget about this?**
 - A. Yes, completely.
 - B. Not until he grows up, but he does then.
 - C. He never forgets about it.
- 4. What did Amir do when a friend from Pakistan invited him for a visit?**
 - A. He immediately accepted.
 - B. He immediately declined.
 - C. He went out for a walk.
- 5. Amir saw the kites in the sky above San Francisco. Who did they remind him of?**
 - A. his father
 - B. his friend
 - C. his son

MS Zadatak 3

You will hear an interview with Rick Moody, who has written a new biography of the band Led Zeppelin. He talks about how this band influenced his life and how it got its name.

For sentences 1–5, decide if each statement is true or false and put a tick (✓) in the appropriate box.

		TRUE	FALSE
1.	The title of the Led Zeppelin biography is <i>When Giants Walked the Sun</i> .	<input type="checkbox"/>	<input type="checkbox"/>
2.	Rick Moody is a big fan of Led Zeppelin.	<input type="checkbox"/>	<input type="checkbox"/>
3.	When Rick Moody heard the song 'Stairway to Heaven' for the first time he was a university student.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The members of Led Zeppelin have been accused of stealing their lyrics.	<input type="checkbox"/>	<input type="checkbox"/>
5.	The band Led Zeppelin got its name after a special type of aircraft.	<input type="checkbox"/>	<input type="checkbox"/>

MS Zadatak 4

You will hear the BBC presenter Sandi Toksvig talking to David Winpenny who published a book about pyramids, with numerous photographs of them. The pyramids he has photographed and written about are quite unusual, because of the country they are in.

Listen to the interview and choose the correct answer (A, B or C).

1. In which country are the pyramids that David Winpenny visited?
 - A. in Britain
 - B. in Egypt
 - C. in Sudan

2. How many pyramids has David Winpenny photographed?
 - A. 150
 - B. 225
 - C. 285

3. When did David Winpenny's interest in pyramids begin?
When he was
 - A. a schoolboy.
 - B. a student.
 - C. a teacher.

4. What did the Victorian scientist Charles P. Smith think about the Great Pyramid in Egypt?
 - A. That the South American pyramids were better than it.
 - B. That it was just a beautiful monument.
 - C. That it contained all the secret knowledge of the world.

5. Who did David Winpenny do his research about pyramids with?
 - A. He did it on his own.
 - B. He was helped by his wife.
 - C. He was helped by Charles P. Smith.

MS Zadatak 5

The MMT Observatory is home to the largest telescope in North America, and engineer Michael Alegria is one of a handful of operators trained to use it. You will hear NPR's reporter Ted Robbins talking to Michael Alegria about his job.

For sentences 1-6, decide if each statement is true or false and put a tick (✓) in the appropriate box.

		TRUE	FALSE
1.	Multiple Mirror Telescope (MMT) Observatory is on top of a mountain.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Multiple Mirror Telescope uses only one mirror.	<input type="checkbox"/>	<input type="checkbox"/>
3.	It is important to start the telescope before dark.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Mr Alegria is the only person who works in the control room.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Mr Alegria doesn't find his job very interesting.	<input type="checkbox"/>	<input type="checkbox"/>
6.	He decided to become an astronomer when he was a kid.	<input type="checkbox"/>	<input type="checkbox"/>

MS **Zadatak 6**

You will hear the BBC presenter Kirsty Young ask Anna del Conte, a famous British cook originally from Italy, about her parents.

1. **Anna del Conte says that her father was**
 - A. ill.
 - B. poor.
 - C. rich.

2. **Anna del Conte says that her mother was**
 - A. a very good mother.
 - B. a very warm person.
 - C. not very beautiful.

3. **How did Anna del Conte's mother praise her daughter?**
 - A. By saying that she was beautiful.
 - B. By saying that she was intelligent.
 - C. She would not praise her at all.

4. **What does Anna del Conte's daughter tell her children?**
 - A. That they are beautiful and clever.
 - B. That they are lazy.
 - C. That they are naughty.

5. **Did Anna del Conte's mother ever prepare food for the family?**
 - A. No, because she had a professional cook.
 - B. Yes, although she had a professional cook.
 - C. Yes, because she did not have a professional cook.

MS Zadatak 7

You will hear a British journalist for the BBC asking a native American Indian about celebration of Christmas among the Indian tribes in the Spokane reservation, and about his worst and best Christmas memory.

For sentences 1–5, decide if each statement is true or false and put a tick (✓) in the appropriate box.

		TRUE	FALSE
1.	The majority of native American Indians are Christians.	<input type="checkbox"/>	<input type="checkbox"/>
2.	When the narrator took part in the school Christmas concert he was wearing traditional Indian clothes.	<input type="checkbox"/>	<input type="checkbox"/>
3.	The narrator was crying when he fell off the stage at the school Christmas concert and when his mother came to pick him up.	<input type="checkbox"/>	<input type="checkbox"/>
4.	The best present the narrator got for Christmas was a car.	<input type="checkbox"/>	<input type="checkbox"/>
5.	The narrator would listen to AM radio stations in the afternoon.	<input type="checkbox"/>	<input type="checkbox"/>

MS **Zadatak 8**

You will hear the American author James Ellroy being interviewed about his new book *Blood's a Rover*, about his view on American history and the unusual way of life he leads today.

Listen to the interview and choose the correct answer (A, B or C).

- 1. What does James Ellroy say about popular culture?**
 - A. That he ignores it on purpose.
 - B. That he loves it.
 - C. That he wants to be a part of it.
- 2. What does James Ellroy NOT possess?**
 - A. a car
 - B. a mobile phone
 - C. a typewriter
- 3. Why does James Ellroy not want to know about what is going on in the world at the present moment?**
 - A. Because he is in love with the past.
 - B. Because his head is already full of many difficult things.
 - C. Because his publisher wants him to focus only on the past.
- 4. When does James Ellroy think he will die?**
 - A. in two decades
 - B. in four decades
 - C. in six decades
- 5. James Ellroy is not interested in American history beyond a certain year. Which year is that?**
 - A. 1572
 - B. 1772
 - C. 1972

MS Zadatak 9

You will hear a conversation with the American conductor George Daugherty, talking about the connection between Looney Tunes cartoons and classical music.

For sentences 1–5, decide if each statement is true or false and put a tick (✓) in the appropriate box.

		TRUE	FALSE
1.	The Looney Tunes cartoons were made in the 1930s, 1940s and 1950s.	<input type="checkbox"/>	<input type="checkbox"/>
2.	American children who were watching Looney Tunes knew that the background music was composed by the best classical composers.	<input type="checkbox"/>	<input type="checkbox"/>
3.	George Daugherty says that for most Americans the first association to Wagner's 'Ride of the Valkyries' would be a Bugs Bunny cartoon.	<input type="checkbox"/>	<input type="checkbox"/>
4.	If Richard Wagner were alive, he would not like to have his music used in a cartoon.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Daugherty says that using classical music in cartoons is completely unacceptable.	<input type="checkbox"/>	<input type="checkbox"/>

MS **Zadatak 10**

Adam Strudwick and Recha Sharma, an engaged couple, are talking about a very unusual plan to visit all the countries in the world.

Listen to the interview and choose the correct answer (A, B or C).

1. **How long will Adam and Rekha's project last?**
 - A. less than a decade
 - B. one decade
 - C. several decades

2. **How many countries have they visited so far?**
 - A. 7
 - B. 27
 - C. 37

3. **Which world country has been independent for the longest time?**
 - A. Japan
 - B. Montenegro
 - C. North Korea

4. **Whose wish was to visit Montenegro?**
 - A. Adam's
 - B. Rekha's
 - C. both Adam and Rekha's

5. **Was Rekha happy with the order in which they decided to visit foreign countries?**
 - A. No, because she would visit her favourite country only when she gets old.
 - B. No, because she would never visit her favourite country that way.
 - C. Yes, because she would visit her favourite country very soon.

DRUGI DIO: ČITANJE

Format pitanja:

Višestruki izbor

Povezivanje

Tačno/netačno

Vrste teksta:

Književni

Informativni

M VIŠESTRUKI IZBOR**Zadatak 1 – Književni tekst**

2.1. Read the text. For questions 1-9 circle the answer (A, B, C or D) which you think fits best according to the text.

Although Gabriel was fifteen, until recently his father had usually walked him home from school in order to keep him away from any possible temptations and diversions. Not long ago Dad had had to rescue Gabriel from a dangerous scene in a nearby block of flats. Fortunately, Dad was a musician and often had spare time during the day; too much spare time, said Gabriel's mother, who had started to find Rex himself somewhat 'spare'. Going to school had been the only 'structure' Dad had, apart from his daily visits to the pub, where several of the other parents also considered the world through the bottom of a beer glass.

Gabriel and his father often stopped at cafes and record shops. Or they went to collect the photographs Gabriel had taken recently, which were developed by a friend of Dad's who had a dark-room. In the sixties and seventies this man had been a successful fashion and pop photographer. The girls with ironed hair and boys in military jackets he had 'immortalized', as he liked to put it, were as distant to Gabriel as Dickens's characters. The man was out of fashion himself and rarely worked; however, he liked to talk about photography, and he lent Gabriel many books and tore pictures from newspapers, explaining what the photographer had tried to do.

Dad liked to say that school was the last place where anyone could get an education. But outside, if your eyes were open, there were teachers everywhere. All that Dad recalled from his own school-days was something about the rate of glacier movement.

Getting home was a protracted business for Gabriel and his father. Planting his legs wide on the pavement, Dad would ask the most intimate questions of people he knew only vaguely – How much do you drink? Do you love your wife? – which, to Gabriel's amazement, the person not only answered but elaborated on, often interminably, as Gabriel's father nodded and listened. The two of them would discuss the results for the rest of the way home.

Now dad had gone and was living somewhere else. If the world hadn't quite been turned upside down, it was at an unusual and dangerous angle, and certainly not still.

Taken from *Gabriel's Gift* by Hanif Kureishi

1. **Gabriel is fifteen and when the classes are over his father**
 1. always waits for him in front of the school.
 2. never waited for him in front of the school.
 3. waited for him in front of the school when he was very small.
 4. waited for him in front of the school until a short while ago.

2. **Gabriel's mother**
 1. justified her husband.
 2. complained about her husband.
 3. was very happy with her husband.
 4. hated her husband.

3. **Rex, Gabriel's father, was**
 1. a hard-working man.
 2. a cruel man.
 3. a lazy man.
 4. not interested in his son.

4. **Gabriel was interested in**
 1. taking pictures.
 2. pop music.
 3. fashion.
 4. the sixties and seventies.

5. **What was Gabriel's father's attitude toward the formal system of education?**
 1. It was irreplaceable.
 2. It was the only place where one could get an education.
 3. It played a very small role in one's educational process.
 4. It played an enormous role in one's educational process.

6. **In his own schooling, Gabriel's father leaned**
 1. a lot, and what he learned was very important.
 2. a little, but what he learned was very important.
 3. a lot, but what he learned was unimportant.
 4. very little, and what he learned was unimportant.

7. When Rex would walk Gabriel home, their return was

1. quick.
2. long.
3. hasty.
4. nervous.

8. Gabriel's father would ask other people

1. very personal questions.
2. usual questions.
3. questions about music.
4. questions about Gabriel.

9. After listening to his father's conversations with the people they would meet, Gabriel was

1. not allowed to discuss their answers.
2. afraid to discuss their answers.
3. discussing their answers.
4. not willing to discuss their answers.

10. When his father moved out, Gabriel was feeling

1. happy.
2. relieved.
3. ecstatic.
4. insecure.

M Zadatak 2 – Književni tekst

Read the text. For questions 1-8 choose the answer (A, B, C or D) which you think fits best according to the text.

There was a letter for me. A man from the British Consulate should have met me. But the plane had been so late he had gone home, leaving this letter, which gave me only the name of the hotel he had booked me into. He should have protected me. He left me at the mercy of the taxi-driver who took me into the city. The driver cheated me, charged too much; and then, seeing how easily I agreed, he stripped me of the few remaining dollars I had on me by asking them as a tip.

I had come to New York with some bananas. I had eaten some on the plane and left the others behind. I have also been given a roasted chicken or half a roasted chicken: my family's peasant, Indian, Hindu fear about my food, about pollution, and this was an attempt to prevent it, if only for that day. But I had no knife, no fork, no plate, and didn't know how these things might have been got from the hotel; wouldn't have known how to set about asking, especially at that very late hour.

I ate over the waste-paper basket, aware as I did so of the smell, the oil, the excess at the end of a long day. In my diary I had written of the biggest things, the things that suited a writer. But the writer of the diary was ending his day like a peasant, like a man reverting to his origins, eating secretively in a dark room, and then wondering how to hide the high-smelling evidence of his meal. I dumped it all in the waste-paper basket. After this I needed a bath, or a shower.

The shower was in my own room: a luxury. I have dreaded having to use a communal one. One tap was marked HOT. Such a refinement I had never seen before. In Trinidad, in our great heat, we had always bathed or showered in water of normal temperature, the water of the tap. A hot shower! I was expecting something tepid, like the warm bath-water (in buckets) that my mother prepared for me (mixed with aromatic and medicinal *neem*¹ leaves) on certain important days. The hot water of the Hotel Wellington shower wasn't like that. Hot was hot. Barely avoiding being burnt, I ducked out of the shower cubicle.

So the great day ended. And then - it was my special gift, and remained so for nearly twenty years, helping me through many crises - I fell asleep as soon as I got into bed and didn't wake up again until I had slept out all my sleep.

Adapted from *The Enigma of Arrival* by V.S. Naipaul

¹ *neem tree* - large semi-evergreen tree of the East Indies

1. **How much money did the narrator pay to the taxi-driver?**
 - A. A very small sum of money.
 - B. An unreasonably large sum of money.
 - C. He cheated the taxi-driver and paid less than he asked.
 - D. He did not pay the taxi-driver at all because he had no money.

2. **What did the narrator bring from his home in Trinidad to the New York hotel?**
 - A. some bananas and a roasted chicken
 - B. some bananas only
 - C. a roasted chicken only
 - D. neither any bananas nor a roasted chicken

3. **What was the fear of the narrator's family about food in a foreign country?**
 - A. They thought the food was
 - B. too expensive.
 - C. too spicy.
 - D. unhealthy.
 - E. inedible.

4. **What was the narrator's first dinner in New York like?**
 - A. It was like a beggar's dinner.
 - B. It was like a king's dinner.
 - C. It was like a monk's dinner.
 - D. It was like a villager's dinner.

5. **There was a shower in the narrator's hotel room. What did he think about it?**
 - A. He was disappointed because he wanted a big bath.
 - B. He was indifferent because he could have used the communal showers.
 - C. He was very happy because he did not like the idea of a communal shower.
 - D. He was very frightened that he would break the shower.

6. **What kind of effect do the neem tree leaves have?**
 - A. They do not smell nice and they are not good for health.
 - B. They do not smell nice but they are good for health.
 - C. They smell nice and they are good for health.
 - D. They smell nice but they are not good for health.

7. Did the narrator get burnt while having a hot shower?

- A. No, because he managed to get out of the shower before the hot water burnt him.
- B. No, because the water was not very hot.
- C. Yes, and he ended up in hospital.
- D. Yes, but it was not too bad.

8. How did the narrator sleep that night in the hotel room?

- A. At first he could not fall asleep for several hours, but after that he slept well.
- B. He could not sleep at all.
- C. He fell asleep as soon as he went to bed and slept very well for many hours.
- D. He slept very little, waking up frequently.

M Zadatak 3 – Književni tekst

Read the text. For questions 1-8 choose the answer (A, B, C or D) which you think is the best according to the text.

One day my cousin Adda wanted to entertain me. I was told that guests were arriving and I joyfully ran out to greet them. This was before they realized that I was nearsighted and needed glasses.

As I approached the guests I was badly surprised, for at the head of the group was a frightful person with a white beard and fiery red cheeks wearing a woman's clothing despite the beard.

I turned away and ran homewards like mad, the monster at my heels calling to me in a woman's voice and asking me to wait.

Soon the devil caught me. I threw myself down and hid my face in my hands to avoid looking at the red, swollen face of the monster. But the horror knew no end, for now the monster ripped off its whole face in one piece and turned into my cousin Adda, who spoke to me gently while I screamed and hollered and just wanted to get away.

It was, of course, only a mask.

This probably happened during the fall and Adda wanted me to enjoy some Christmas fun that Santa Clauses stand for, and since she knew there were no Santa Clauses at the farm I lived in, she brought me a mask. But I had never before seen such a thing, and I'll never forget how terribly shocked I was when the monster tore off its face in one piece and assumed the identity of my dear cousin.

That face was yet to cause me more mental pain. After I was made to stop crying and offered candies to eat, I was told that the frightful mask had been thrown out. I settled into a false sense of security as I sat there with a bag of candies in one hand and a chocolate bar in the other, confident that fear had disappeared from my heart.

But it returned with double intensity a few days later as I was going about my everyday business, innocently playing and suspecting no evil.

I was in Dad's room amusing myself by jumping up and down on his bed. The springs in his mattress made me bounce high up, so I could jump through air and crash back down on the mattress, and jump right back into the air again. In the middle of one such space flight, just as I reached the height of the big wardrobe facing the bed, the white-bearded clown's face with its red cheeks eternally frozen in a crazy grimace of a smile suddenly lay there in sight, but instead of eyes there were two holes full of terrifying darkness.

The monster was staring at me from its superior position on top of the wardrobe.

I cried out, and my screams of terror were carried from the house out over the Lake. I didn't stop screaming until Dad rushed in, grabbed the mask and threw it into the flames in the cooking stove from where it laughed a terrible laughter and stared back at me with fiery red eyes.

Adapted from *Myself & I* by Thrainn Bertelsson

1. What kind of health problems did the narrator have?

- A. Hearing problems.
- B. Mental problems.
- C. Problems with sight.
- D. Weight problems.

2. When the narrator approached the group of people to greet them, how was he surprised?

- A. He was not surprised at all.
- B. Pleasantly.
- C. Unpleasantly.
- D. So terribly that he lost consciousness.

3. What kind of mask was his cousin Adda wearing?

She wore

- A. a devil's mask.
- B. a farmer's mask.
- C. a monster's mask.
- D. a Santa Clause mask.

4. Why did Adda come to the narrator's farm wearing a mask?

She wanted

- A. to amuse him.
- B. to frighten him.
- C. to make him cry.
- D. to teach him about Christmas.

5. **What happened with the mask when the narrator stopped crying?**
- A. Adda took the mask back to her house.
 - B. The mask remained at the farm.
 - C. The mask was given to the narrator.
 - D. The mask was thrown away.
6. **Was the narrator afraid of the mask when he saw it the second time?**
- A. He was afraid of it even more than before.
 - B. He was afraid of it a little, but not as much as when he saw it for the first time.
 - C. He was not afraid of it any longer.
 - D. He did not see the mask ever again.
7. **What did the narrator's father do with the mask in the end?**
- A. He put it on his head.
 - B. He put it on his son's head.
 - C. He burned it.
 - D. He tore it apart.
8. **In which way did the narrator look at the mask in the final scene?**
- A. He was amused by it.
 - B. He was laughing at it.
 - C. He was sorry for it.
 - D. He was terrified with it.

Zadatak 4 - Književni tekst

Read the text. For questions 1-9 circle the answer (A, B, C or D) which you think fits best according to the text.

In a moment we would stroll down to Circular Quay and catch a ferry across the harbour. Then we would go to Deirdre's house to gather up some towels and boogie boards, and go by car to Manly, a beach suburb overlooking the Pacific. At Manly we would grab a bite of lunch, then have an invigorating session of boogie boarding before towelling ourselves and heading for—

'Excuse me for interrupting,' I interrupted, 'but what is boogie boarding exactly?'

'Oh, it's fun. You'll love it,' she said breezily but, I thought, just a touch evasively.

'Yes, but what is it?'

'It's an aquatic sport. It's lot of fun. Isn't it lot of fun, Glenn?'

'Sure,' agreed Glenn, who was taking photographs of Deirdre and me in conversation.

'But what does it entail exactly?' I persisted.

'You take a kind of miniature surfboard and paddle out into the sea, where you catch a big wave and ride it back to shore. It's easy. You'll love it.'

'What about sharks?' I asked uneasily.

'Oh, there's hardly any sharks here. Glenn, how long has it been since someone was killed by a shark?'

'Oh, ages,' Glenn said, thinking. 'Couple of months at least.'

'Couple of months?' I squeaked.

'At least. Sharks are way overrated as a danger,' Glenn added. 'It's the rips that'll most likely get you.' He returned to taking pictures.

'Rips?'

'Underwater currents that sometimes carry people out to the sea,' Deirdre explained. 'But don't worry. That won't happen to you.'

'Why?'

'Because we're here to look after you. But if you're caught in a rip, the trick is not to panic.'

I looked at her. 'You're telling me to drown calmly?'

‘No, no. Just keep your wits. Don’t try to swim against the current. Swim across it. And if you’re still in trouble, just wave your arm like this’ – she gave the kind of big, slow wave that only an Australian could possibly consider an appropriate response to a death-at-sea situation – ‘and wait for the lifeguard to come.’

‘What if the lifeguard doesn’t see me?’

‘He’ll see you.’

‘But what if he doesn’t?’

But Deirdre was already going into the surf, a boogie board tucked under her arm.

Adapted from *Down Under* by Bill Bryson

1. The text is taken from

- A. a magazine.
- B. a manual.
- C. a novel.
- D. a scientific paper.

2. Where is the described event taking place?

- A. in Australia
- B. in California
- C. in Florida
- D. in Mexico

3. Boogie boarding is a sport similar to surfing. What is the difference?

- A. You do not catch a wave.
- B. You ride across a wave.
- C. You ride toward the beach.
- D. You ride toward the open sea.

4. In this particular beach

- A. it is forbidden to swim because of sharks.
- B. sharks never attack people.
- C. sharks occasionally attack people.
- D. there are no sharks.

-
5. **What does Glenn suggest?**
- A. Rips are more dangerous than sharks.
 - B. Sharks and rips are equally dangerous.
 - C. Sharks are more dangerous than rips.
 - D. There are neither sharks nor rips in this particular beach.
6. **The narrator is**
- A. not afraid of rips.
 - B. not afraid of sharks.
 - C. not too happy to go boogie boarding.
 - D. very enthusiastic to go boogie boarding.
7. **How many of the three people in the text have been to this beach before?**
- A. no one
 - B. only one
 - C. two
 - D. all of them
8. **How did Deirdre answer the narrator's questions?**
- A. laughingly
 - B. nonchalantly
 - C. seriously
 - D. unkindly
9. **What has Deirdre managed to convince the narrator?**
- A. She has not convinced him about anything.
 - B. The lifeguard would come.
 - C. The lifeguard would not come.
 - D. There is no need for a lifeguard.

M Zadatak 5 – Književni tekst

Read the text. For questions 1-8 choose the answer (A, B, C or D) which you think is the best according to the text.

I like Aden. It is the third country we have lived in after Brunei, where I was born, and Brazil, where I first went to school. And we went to England too, in between, but we didn't really live there. Sometimes my parents call it 'Home'. I don't understand why they call it that. Home is here; England is just a place we visit.

I hate England. It is grey and cold and the houses are very small and stuck to one another with no space in between. I like to see my grandparents but I hate having to go to school in England. The other children hate me. They make a big space around my desk and pretend they can't understand anything I say. They read all the wrong books.

It's nice to have a telly though. We don't have that in Aden. Once I saw my grandfather being killed on telly. We were in the street, watching it in a shop window, our heads and noses pressed right against the glass because we'd never really seen telly before. And in the shop, there were hundreds of tellies lined up in a big row, not just the one. My grandfather was on all of them at once, being stabbed with a big knife. Dad says it wasn't real, that he was only acting because that's his job, but we set up such a commotion that he had to take us to my grandfather's flat to prove it.

My grandfather is very handsome and has blue eyes that twinkle. He gave us sweets, Smarties and Fruit Pastilles. The sweets in England are better than in Aden, where the chocolate is hard and covered in white marks because it's frozen and unfrozen then frozen and unfrozen again.

I don't care if the chocolate is hard in Aden. I'd never eat chocolate again in my life if it meant I didn't have to go to an English school. Nobody likes my brother and me. They say we're weird because of the way we speak and the things we talk about. I told one girl about the shark nets and she told everyone that we lived in a zoo and that our parents must be monkeys. They call us names, too, and push us hard in the playground, when the teacher isn't looking. They say I'm stupid, too. They talk about people I've never heard of, who are on the telly, or they talk about books I've never read.

Adapted from *Shoot the Damn Dog* by Sally Brampton

1. Where are the Sally's parents from?

- A. Aden
- B. Brazil
- C. Brunei
- D. England

2. What does Sally say about English houses?

They have

- A. parking lots between them.
- B. large yards between them.
- C. small yards between them.
- D. no yards between them.

3. How do children at school treat Sally?

- A. They understand what Sally says but don't want to talk to her.
- B. They understand what Sally says and like to talk to her.
- C. They don't understand what Sally says so they can't talk to her.
- D. They don't understand what Sally says but try to talk to her.

4. What is a telly?

- A. a CD player
- B. a computer
- C. a radio
- D. a television

5. What is Sally's grandfather?

- A. a radio speaker
- B. a TV presenter
- C. an actor
- D. an ambassador

6. What is the chocolate in Aden like?

- A. It is so good they bring it to England.
- B. It is better than in England.
- C. It is worse than in England.
- D. It is so terrible no one can eat it.

7. Which of the following can be concluded from sentence "I'd never ... English school" (last paragraph)?
- A. Sally will not eat chocolate when she goes back to a school in Aden.
 - B. Sally would not eat chocolate at all, just to leave the English school.
 - C. Sally would stay in the English school if she could eat a lot of English chocolate every day.
 - D. Sally would stay in the English school if she could get chocolate from Aden there.
8. Which of the following is true of Sally and her brother?
- A. Both of them are popular in school.
 - B. Neither of them is popular in school.
 - C. Sally is popular in school but her brother isn't.
 - D. Sally's brother is popular in school but she isn't.

M Zadatak 6 – Književni tekst

Read the text. For questions 1-8 choose the answer (A, B, C or D) which you think fits best according to the text.

Tilly

While I was still living in Vienna in the early 1940s, it was in the hospital that I met my first wife, Tilly Grosser. She was a nurse with one of the famous professors. I had noticed her because she looked to me like a Spanish dancer. But what really brought us together was her wish to take revenge for her best friend, whom I had dated but then dropped. I had guessed her motive and told her at once. That obviously impressed her.

Beyond that I should say that the decisive part of our mutual relationship was not what one might expect. I did not marry her because she was pretty, nor did she marry me because I was ‘so smart’ – and we felt good that these were not our motives.

Of course I was impressed by Tilly’s beauty, but her character was the real deciding factor – her natural intuition, her understanding heart. To give one example: one day she was preparing the noon meal in my parents’ apartment when the phone rang. It was the Rotschild Hospital with an emergency call. A patient had been brought in after a suicide attempt using sleeping pills, and couldn’t I try to help him with the brain-surgery procedure that I invented? I didn’t even wait to have coffee, but popped a few coffee beans in my mouth to chew while I rushed to a taxi stand, although it was forbidden for us Jews to drive in taxis.

Two hours later I returned, but the chance for lunch together had passed. I assumed the others had eaten which, in fact, my parents had done. But Tilly had waited, and her first reaction was not “Finally you’re back. I’ve been holding lunch for you,” but rather: “How did it go? How is the patient?” In this moment I decided that I wanted her as my wife. Not because she was this or that. But because she was she.

After our wedding ceremony we could not take a taxi, but had to walk through the streets of Vienna for the usual photographs. Then we walked home and past a bookstore that showed in its window a book with the title, *We Want to Get Married*. After a long hesitation we dared to enter, Tilly still in her white bridal veil, and both of us wearing the yellow Jewish stars. I made her ask for the book. I wanted to encourage her self-assertion. And so there she stood: white veil, yellow star on her dress, and in response to the sales clerk’s question what she would like, she said with a blush: “We would like to get married”.

Adapted from *Recollections* by Viktor E. Frankl

1. **When did Tilly and Viktor get married?**
 - A. in the nineteenth century
 - B. in the First World War
 - C. in the Second World War
 - D. in the Cold War

2. **Why did Tilly want to meet Viktor?**
 - A. She liked how smart he was.
 - B. She liked the way he looked.
 - C. She wanted a rich husband.
 - D. She was angry with him.

3. **Why did Viktor decide to ask Tilly to marry him?**
 - A. She looked like a Spanish dancer.
 - B. She was a good person.
 - C. She was Jewish.
 - D. She was rich.

4. **Tilly was preparing lunch when Viktor had to leave to see a patient. What did she do when he came back home?**
 - A. She asked how the ill person was doing.
 - B. She had already eaten lunch without him.
 - C. She made another lunch for Viktor.
 - D. She was angry because the lunch was cold.

5. **What was wrong with the patient Viktor was rushing to see?**
He/she
 - A. had a brain tumour.
 - B. had a flu.
 - C. tried to kill himself/herself.
 - D. was hurt in a car accident.

6. **What time in the story did Viktor take a taxi?**
 - A. Only when he was going to the hospital.
 - B. Only when he was going home after his wedding.
 - C. Both times.
 - D. None of the times.

-
7. The title of the book in the shop-window that Tilly and Viktor saw reminded them of
- A. their friends.
 - B. their parents.
 - C. their relationship.
 - D. the political situation.
8. When she spoke to the clerk in the bookshop, Tilly was
- A. crying.
 - B. embarrassed.
 - C. laughing.
 - D. sad.

MS Zadatak 7 – Informativni tekst

Read the text. For questions 1-8 circle the answer (A, B, C or D) which you think fits best according to the text.

A LIFE LIST BRINGS FOCUS

1. Two years ago Ms Rachel Hubbard, a preschool teacher in Salem, Oregon, created what is known as a life list, a contract with herself stating dozens of goals she hoped to accomplish before she died (build a house for Habitat for Humanity, read “Pride and Prejudice”, etc) and posted it online. “I just felt like I was slowly getting older and was looking around saying ‘Well, I haven’t really done a whole lot with my life yet,’” she recalled.

2. But once she began the journey prescribed by her list, it quickly became an addiction. “Earn a master’s degree” (No. 5) - check. “See a dinosaur fossil” (No. 27) - check. As for her latest challenges, “become quadri-lingual” or “swim with dolphins”, well, she is only 25. “Hey, I am accomplishing things with my life,” she said, “even if it’s little by little.”

3. The life list has become popular and it is the perfect way for anxious professionals who have no time to take part in spiritual quests in a productivity-obsessed age. If Aristotle were alive, he would admire the efficiency of a master list in which the messy search for meaning in life is turned into a simple grocery list: “get a tattoo”, “learn to surf”.

4. Multiple life-list oriented Web sites have formed, inviting strangers to share their lists and offer mutual encouragement. “People are dying to make this list, and most haven’t been given a chance since grade school,” said Josh Petersen, a founder of the Robot Co-op, a Seattle company that runs the Web site 43Things.com, which since 2004. Has enrolled 1.2 million members who post their life lists, find others with similar goals and encourage one another to check them off. Sky diving ranks 24th in popularity; losing weight, unsurprisingly, is first.

5. Caroline Miller, a life coach and motivational-book author in Bethesda, Maryland, asks that her clients create their own list of 100 things to accomplish. “What it does is give you a road map for your life,” she said. “To check items off your list gives you a sense of self-efficacy, or mastery.”

6. Gary Marcus, a psychology professor at New York University, agrees that people are happiest when making progress toward clear-cut goals, but said that those who set unreasonable goals (or overly ambitious timelines to meet them) set themselves up for stress. “We feel happy when we make progress toward our goals, anxious when we don’t,” he said.

Adapted from *The NY Times*

1. **What did Ms Hubbard do with her life list?**
 1. She presented it on the Internet.
 2. She arranged a new one for her school.
 3. She posted it to other teachers.

 2. **Why did Ms Hubbard make her life list?**
 1. She wanted to read more books.
 2. She was getting bored with her life.
 3. She wanted to accomplish some goals.

 3. **So far, she has managed to check off**
 1. all 78 goals.
 2. 24 goals out of 78.
 3. some of her goals.

 4. **Who are life lists (as presented in paragraph 3) perfect for?**
 1. anxious people with obsessions
 2. busy people with little time
 3. all people obsessed with spiritualism

 5. **Paragraph 3 also suggests that Aristotle would admire**
 1. comparison between a life list and a grocery list.
 2. simplifying the complex question of meaning in life.
 3. forming life-list oriented Web sites.

 6. **What we learn in paragraph 4 is that members of the Web site 43Things.com contact and help people who**
 1. share similar goals.
 2. ranked sky diving as goal 24.
 3. want to lose weight.

 7. **Why are Caroline Miller's clients asked to make a 100-goal list?**
 1. to check off the items they all want to accomplish
 2. to check which clients listed similar goals
 3. to make themselves feel good after checking items off

 8. **In paragraph 6, Gary Marcus warns about stress threatening people who**
 1. are not ambitious when making progress toward goals.
 2. create goals and deadlines they cannot achieve.
 3. are too anxious to have clear-cut goals.
-

M Zadatak 8 – Informativni tekst

Read the text. For questions 1-7 choose the answer (A, B, C or D) which you think fits best according to the text.

Junk food fills children's lunchboxes

Children's lunchboxes remain full of unhealthy food, new research from Leeds University shows



1. The infamous Turkey Twizzler may have disappeared from the school canteen, but children who eat packed lunches are still eating junk food – supplied by their parents – according to new research published today.
2. British children eat 5.5bn packed lunches each year, but research from the University of Leeds shows that only 1% of their lunchboxes meet the nutritional standards that have been set for their classmates on school meals. The findings were described as “appalling” by children’s health campaigners, who want all children to be given free, nutritious school meals.
3. About half of all children in England take a packed lunch to school. In the first study of its kind, the Leeds research team, commissioned by the government’s food watchdog, the Food Standards Agency, found that 82% of their lunchboxes contained foods high in saturated fat, salt and sugar, with items chosen by parents including crisps, sweets and biscuits. Only one in five packed lunches contained any vegetables or salad and about half included an item of fruit – yet in the majority of cases, even these fell well below the standards demanded of school dinners.
4. The first school meal standards were introduced in 2006 due to growing evidence linking poor health in adults with fatness or poor diet in childhood. They limit the amount of foods high in salt, sugar and fats that can be served and prescribe that school meals must provide a third of the daily requirement of every nutrient for health. And although the schools watchdog, Ofsted, says schools must have a policy

on packed lunches, there is no legislative imperative for them to comply with¹ the same nutritional standards that are applied in the canteen.

5. The research is published online today. It was led by Charlotte Evans of the Leeds Institute of Genetics, Health and Therapeutics, who said: “The lack of equivalent food standards for packed lunches gives cause for concern that they will continue to lag² behind the nutritional quality of school meals.”

6. Even without legislation, there is plenty that schools, parents and manufacturers can do to improve the situation. Evans went on: “Our research has shown that some small steps in the right direction would make a big difference. Even if schools had a policy to provide water for children eating packed lunches, this would significantly reduce their sugar intake from sweetened drinks. “

7. “It is important that schools support health-promotion programmes and help parents meet nutritional standards by encouraging them to include healthy foods such as protein-rich sandwiches and fruit and vegetables. Simply concentrating on restricting the junk content of lunchboxes can be counter-productive – children at schools where crisps are restricted, for example, end up with lunchboxes containing more sweets.”

Evans added: “We also need food manufacturers to offer better choices than the traditional high-salt, high-sugar products that busy families rely on to fill the school lunchbox on a daily basis.” Professor Janet Cade, head of the Nutritional Epidemiology Group at Leeds, added: “While we absolutely understand that many children prefer to take packed lunches to school, it is clear that they are not getting the same benefit from their midday meal as their classmates on school dinners. The poor quality of these meals could have serious implications for levels of childhood obesity.”

8. The Children’s Food Campaign coordinator, Jackie Schneider, commented: “Although these findings are appalling, we are not surprised. A whole industry has grown up around producing foods for lunchboxes, which can contain high levels of salt, fat or sugar. Parents are often misled by marketing for these lunchbox products, which make health claims like ‘high in vitamins’ but also turn out to be high in salt, fat or sugar as well.”

Schneider concluded: “There is now an even stronger case for giving all children a free healthy school meal, which really will start to change our food culture.”

Adapted from *The Guardian*

¹ *comply with*, v. – to be in accordance with

² *lag*, v. – to stay or fall behind

1. **What does the research from the University of Leeds show?**
 - A. Children refuse free school meals in favour of packed lunches made at home.
 - B. Nutritional standards concerning school meals are too strict.
 - C. Parents fail to meet nutritional standards when preparing lunchboxes.
 - D. School meals are not prepared according to strict nutritional standards.

2. **What did the study of the Food Standards Agency find?**
 - A. Less than half of lunchboxes contained good quality food.
 - B. Only half of lunchboxes contained vegetables and fruit.
 - C. The food in almost all lunchboxes was of satisfying quality.
 - D. The quality of food in lunchboxes was as good as that of school meals.

3. **Why were the standards concerning school meals introduced (paragraph 4)?**
 - A. Because bad nutrition in childhood can have long-lasting effects.
 - B. Because children eat too many foods containing a lot of salt, sugar and fats.
 - C. Because quality school meals should be provided for poor children.
 - D. Because the number of fat children is on the increase.

4. **Why is the quality of packed lunches NOT as good as the quality of school meals (paragraph 4)?**
 - A. No one shows concern for their quality.
 - B. Publications do not publish enough information about their quality.
 - C. There are no standards concerning quality of packed lunches.
 - D. There has not been enough research in that area.

5. **How is better quality of packed lunches going to be achieved (paragraph 7)?**
 - A. Food manufacturers should be obliged to provide better quality food.
 - B. Parents should be educated about nutritive value of food.
 - C. Schools, parents and manufacturers should cooperate on providing healthier food.
 - D. Unhealthy foods should not be allowed to be included in packed lunches.

6. **Why do parents buy unhealthy products for their children's lunchboxes (paragraph 8)?**
 - A. They are too busy to prepare the meals themselves.
 - B. They do not think salt, fat or sugar are so bad for children's health.
 - C. They think these products are better than school meals.
 - D. They trust advertisements which say these products are healthy.

7. What is the overall message of the text (paragraph 8)?

- A. All children should have a right to free school meals prepared according to nutritional standards.
- B. All packed lunches should contain vegetables and at least one item of fruit.
- C. Nutritional standards for packed lunches should be introduced.
- D. Packed lunches should be carefully planned and controlled by schools.

M Zadatak 9 – Informativni tekst

Read the text. For questions 1-7 choose the answer (A, B, C or D) which you think is the best according to the text.

Why Save Endangered Species?

Plants and animals hold medicinal, agricultural, ecological, commercial and aesthetic/recreational value. Endangered species must be protected and saved so that future generations can experience their presence and value.

A. Medicinal

- 5 Plants and animals are responsible for a variety of useful medications. In fact, about forty percent of all prescriptions written today are composed from the natural compounds of different species. These species not only save lives, but they contribute to a prospering pharmaceutical industry worth over \$40 billion annually. Unfortunately, only 5% of known plant species have been screened
- 10 for their medicinal values, although we continue to lose up to 100 species daily. The Pacific yew, a slow-growing tree found in the ancient forests of the Pacific Northwest, was historically considered a “trash” tree (it was burned after clear cutting). However, a substance in its bark taxol was recently identified as one of the most promising treatments for ovarian and breast cancer.
- 15 Additionally, more than 3 million American heart disease sufferers would perish within 72 hours of a heart attack without digitalis, a drug derived from the purple foxglove.

B. Agricultural

- 20 There are an estimated 80,000 edible plants in the world. Humans depend upon only 20 species of these plants, such as wheat and corn, to provide 90% of the world’s food. Wild relatives of these common crops contain essential disease-resistant material. They also provide humans with the means to develop new crops that can grow in inadequate lands such as in poor soils or drought-stricken areas to help solve the world hunger problem. In the 1970s, genetic
- 25 material from a wild corn species in Mexico was used to stop a leaf fungus that had previously wiped out 15% of the U.S. corn crop.

C. Ecological

Plant and animal species are the foundation of healthy ecosystems. Humans depend on ecosystems such as coastal estuaries, prairie grasslands, and ancient forests to purify their air, clean their water, and supply them with food. When species become endangered, it is an indicator that the health of these vital ecosystems is beginning to unravel. The U.S. Fish and Wildlife Service estimates that losing one plant species can trigger the loss of up to 30 other insect, plant and higher animal species.

Pollution off the coast of Florida is killing the coral reefs along the Florida Keys, which serve as habitat for hundreds of species of fish. Commercial fish species have begun to decline, causing a threat to the multi-million dollar tourism industry, which depends on the quality of the environment.

D. Commercial

Various wild species are commercially raised, directly contributing to local and regional economies. Commercial and recreational salmon fishing in the Pacific Northwest provides 60,000 jobs and \$1 billion annually in personal income, and is the center of Pacific Northwest Native American culture. This industry and way of life, however, is in trouble as salmon decline due to habitat degradation from dams, clear cutting, and overgrazing along streams.

Freshwater mussels which are harvested, cut into beads, and used to stimulate pearl construction in oysters form the basis of a thriving industry which supports approximately 10,000 U.S. jobs and contributes over \$700 million to the U.S. economy annually. Unfortunately, 43% of the freshwater mussel species in North America are currently endangered or extinct.

E. Aesthetic/Recreational

Plant and animal species and their ecosystems form the basis of America's multi-billion dollar, job-intensive tourism industry. They also supply recreational, spiritual, and quality-of-life values as well.

Each year over 108 million people in the United States participate in wildlife-related recreation including observing, feeding, and photographing wildlife. Americans spend over \$59 billion annually on travel, lodging, equipment, and food to engage in non-consumptive wildlife recreation. Our national heritage of biological diversity is an invaluable and irreplaceable resource. Our quality of life and that of future generations depends on our preservation of plant and animal species.

1. **How many plant species are nowadays used in medicine?**
 - A. 5%
 - B. 40%
 - C. 72%
 - D. 100%

2. **According to the text, what do we learn about the Pacific yew (line 11)?**
 - A. It has been used as a heating fuel for centuries.
 - B. It has been used in medicine throughout history.
 - C. It has been used to prevent a heart attack.
 - D. It has a potential to treat certain forms of cancer.

3. **How many of all the world plants can be used as food?**
 - A. 20
 - B. 15%
 - C. 90%
 - D. 80,000

4. **What would happen if we lost one plant species?**
 - A. All ecosystems in the world would be destroyed.
 - B. Almost 30 different species would disappear.
 - C. Almost 30 other plants would disappear.
 - D. The Ancient Pacific forests would be destroyed.

5. **What effect does the pollution of the ocean have on the economy?**
 - A. It helps to create more jobs in the fish industry.
 - B. It helps to increase the annual income.
 - C. It endangers the economy of the areas.
 - D. It affects the salmon, but not the mussel industry.

6. **Which word has the similar meaning to the word *thriving* (line 47)?**
 - A. constructive
 - B. destructive
 - C. stimulating
 - D. successful

7. **What is the general idea of the text?**

We have to protect the nature

 - A. because of the global economy development.
 - B. because of the present and future quality of life.
 - C. in order to develop the world tourism.
 - D. in order to provide people with new jobs.

M Zadatak 10 – Informativni tekst

Read the text. For questions 1-7 choose the answer (A, B, C or D) which you think fits best according to the text.



Famine we could avoid

1. A massive drought, as if out of nowhere, has settled over the Horn of Africa and the Somalis fleeing to the camps are said to be “climate”, “drought” or “environmental” refugees. The land, as told by the international agencies rushing relief to the region, can no longer support its people.
2. Fifty or so years ago, the region had regular 10-year climatic cycles which were mostly followed by a major drought, and now the droughts are coming more frequently and are lasting longer. In the 1970s they started having droughts every seven years; in the 1980s they came about every five years and in the 1990s every two or three. Since 2000 there have been three major droughts and several dry spells, this one being not the worst, just the latest.
3. There is also no doubt that climate change will make these areas of Africa harder to live in future. But to pin this crisis on drought or climate change is wrong. This is an entirely predictable, traditional, man-made disaster, with little new about it except the numbers of people on the move and perhaps the numbers of children dying near the cameras. The 10 million people who the governments warn are at risk of famine this year are the same 10 million who have clung on in the region through the last four droughts and were mostly being kept alive by feeding programmes.
4. Nor was the crisis unexpected. The rains failed early this year in Kenya and Ethiopia, and there has been next to none for two years now in Somalia. Aid agencies and governments have known for almost a year that food would run out by now. But it is only now, when the children begin to die and the cattle have been sold or died that the global humanitarian machine has moved in, with its TV shows, co-ordinated appeals and celebrities. Why did it not go earlier? Because it takes months to prepare properly for a disaster.
5. Just as in 2008, the war in Somalia is primarily responsible for the worst that is happening. As an expert says, wars don’t kill many people directly. Millions have lost all their assets and can’t access grazing grounds they need. He reminds that Somalia has been made a war zone by the US-led “war on terror”.
6. Instead of starving the region’s people of funds and then picking up the pieces in the bad years – as governments must do now – Britain, the EU, the US and Japan must help people adapt to the hotter, drier conditions they face. With better pumps and boreholes, better vaccination of cattle, help with education, food storage and transport, people can live well again.
7. If the estimated \$400m was put into long-term development instead of temporary aid and feeding programmes that keep people just above starvation, this tragedy could have been avoided. Instead, the world is almost certain to be there again in one or two years’ time and then there will be no excuses.

Adapted from *The Guardian*

1. Which word or words best describes the help the refugees receive from the international agencies (paragraph 1)?
 - A. massive
 - B. hesitant
 - C. unsupportive
 - D. urgent

2. How could we qualify the frequency of droughts in the area during the last fifty years (paragrph 2)?
 - A. as declining
 - B. as decreasing
 - C. as fluctuating
 - D. as increasing

3. How would we describe the future crisis in the area?
 - A. as caused by people and totally predictable
 - B. as easily controlled but possible to happen again
 - C. as generally natural and made worse by people
 - D. as possibly controlled and ended by the natives

4. Why did the humanitarians not prevent the famine in Somalia?
 - A. Because of the lack of information from the area.
 - B. Due to the little interest in that part of Africa.
 - C. Such activities are rather time consuming.
 - D. The native people were too proud to accept any help.

5. Why is the area qualified as 'a war zone' (paragraph 5)?
 - A. The American government included it in its 'war on terror' actions.
 - B. The area has always been attacked by the neighbouring Africans.
 - C. There is a civil war because of the fertile soil and natural resources.
 - D. The Somalis have been preparing for attacking the neighbouring countries.

6. According to paragraph 6, how can the developed countries solve the Somali problem?
- A. By moving the local people to the wetter and less dangerous areas.
 - B. By improving all aspects of life in the area - from education to infrastructure.
 - C. Primarily by focusing on building new water supply systems and roads.
 - D. By sending food, medications and experts to the area on a more regular basis.
7. How was the estimated sum of 400 million dollars used?
- A. It brought back the peace to the area affected by the war.
 - B. It completely solved the problem of starvation, but not the other problems.
 - C. It was just a temporary solution not relieving the future difficulties.
 - D. It was invested in long-term development but it was not enough.

M Zadatak 11 – Informativni tekst

Read the text. For questions 1-7 choose the answer (A, B, C or D) which you think fits best according to the text.



Sleep - our new obsession

The new Western obsession is sleep - or a lack of it. Jo Revill, health editor, reveals new research that lifts the lid on how much we really need.

1. Sleep, or rather our frustration at not having enough of it, is the new health obsession. Worries about diet, pollution and exercise have given way to new anxieties about insomnia. Now a new book by Britain's leading expert on the subject sets out our real relationship with sleep. It argues that most of us get quite enough, and that the present generation enjoys a better-quality night-time than our ancestors ever had. Instead of obsessing about sleep debt, we should realise that the key to feeling energetic and focused in the morning is what we do in the waking hours, not whether we are getting enough time with our heads on a pillow. Even those who wake up frequently at night are probably getting sufficient sleep.

2. Professor Jim Horne is the experts' expert when it comes to sleep research in Britain, and his views will annoy some people because he does not pander¹ to the idea that we are all chronically deprived of sleep. But he celebrates the fact that we know so much more now about 'Nature's soft nurse' than in the past, and that it's there to enjoy: we should stop being so hung up on it. Sleep is now something, finally, we can understand. As mornings become lighter and Easter approaches, many of us find ourselves waking early. Long before the alarm clock goes off, you're opening your eyes, reacting to the combination of early sunlight and the April dawn chorus. But how is the body able to fine-tune itself so exactly to the seasons when we live in such a hectic, technology-driven world?

3. Horne argues that the human body adjusts to different sleep patterns with great agility. This is because our lives are governed by a body clock which affects not only the timing of sleep but also the different levels of alertness or lethargy. These 'circadian rhythms', which govern our moods and energy levels, are set by the body clock, which in turn is synchronised by sunset and sunrise, and also by more modern cues such as artificial light, the alarm clock, even the daily addiction to a particular TV soap.

4. Throughout the ages, humans have regulated their sleep according to their working lives. Five centuries ago Britons enjoyed something known as 'fyrste slepe', an early evening nap. Supper usually followed, then a period of prayer or talking. People would then stay awake until the early hours of the morning, then had a five to six-hour sleep. 'It seems to me that a night of between seven and eight hours' sleep

is a fairly modern western development, which is clearly linked to industrialisation,' said Horne. 'Human beings are very adaptable, and we should keep that in mind because we tend to think of these hours as sacrosanct², when in fact we are far more flexible than we like to think.' The reality is that we probably sleep more now than our ancestors did 100 years ago. 'Increasingly you hear people talking about us all having a chronic sleep debt, and that you have to catch up with it, but I'm not sure that is true,' said Horne.

5. Horne, who has carried out research on thousands of volunteers at his sleep laboratory, believes that, although around one-quarter of the population may feel they get insufficient sleep, there is very little firm evidence to support this. Tests measuring cognitive performance show that when people have lost two hours a night, it does not affect ability to perform tasks. 'Much of the insomnia is self-diagnosed, and it's easier to take a patient's word for it and prescribe tablets than to sort out whether they are really sleep-deprived,' he said. 'When a whole society starts to think it has a chronic sleep debt, then you are going to increase the problems. A lot of sleepiness is more imagined than real.'

6. But there are many who argue against Horne when he questions the whole idea of a sleep debt. Professor Russell Foster, an expert in circadian rhythms at Imperial College London, said: 'A few days of not getting enough sleep won't harm you, but there is a cumulative effect that you see, and there is evidence that it can affect your cognitive performance. I think western societies are increasingly 24/7, increasingly sleep-deprived and increasingly reliant on stimulants. Sleep is more important than ever to us, because in Britain we don't have a manufacturing base any more, we are reliant on our creative processes, and for individuals to come up with really novel ideas and decisions, they need to enjoy regular, good-quality sleep. There's no getting away from it.'

7. The struggle to get enough sleep is one of the most common complaints of modern life, and like everything else it therefore demands 'a quick fix'. More than £20m a year is spent in Britain on sleeping pills, but these are short-term therapies which usually stop working after four weeks and can be difficult to withdraw from. The older benzodiazepine drugs have left thousands of people dependent on them, although they carry side effects and do nothing to sort out the problems of insomnia. In the desperate desire for more sleep, an entire industry has grown up around the problem - university departments, journals, academics and clinics as well as a 'National Sleep Awareness Week' are there to make us aware of the problem. And so are the breathing masks, the nose pillows, the aromatherapy solutions and sleep clinics.

Adapted from *The Guardian*

¹ *pander* - to give in to (a desire, especially if unworthy)

² *sacrosanct* - regarded as sacred and inviolable

M

1. **What is the main idea of the new book about sleep mentioned in paragraph 1?**
 - A. Efforts to lose weight have a bad influence on sleep.
 - B. People don't get enough sleep due to financial troubles.
 - C. People don't feel tired in the morning because of lack of sleep, but because of their lifestyles.
 - D. Research shows that people today sleep longer compared to people in the past.

2. **What do we learn in paragraph 2 about Jim Horne's attitude to sleep?**
 - A. Our sleep quality is determined by external factors.
 - B. Spring is the best season for treating sleep disorders.
 - C. The better we understand sleep, the better we will sleep.
 - D. We devote much more attention to sleep than needed.

3. **How are our sleep patterns regulated (paragraph 3)?**
 - A. By our way of life.
 - B. By an internal body clock.
 - C. By natural day-night cycles.
 - D. By a combination of an internal body clock and external factors.

4. **According to paragraph 4, which of these sentences is true?**
 - A. Five hundred years ago, people's sleep patterns were similar to today's.
 - B. Long working hours in the modern world are to blame for sleep troubles.
 - C. It is easier to accommodate to different sleep patterns than we think.
 - D. We need 8 hours' sleep in order to function normally.

5. **What does Horne's laboratory research show?**
 - A. About 25% of people do not sleep enough.
 - B. Doctors do not put much effort into treating insomnia.
 - C. It is difficult to determine the effects of lack of sleep on human body.
 - D. Sleeping a couple of hours less doesn't have a significant influence on people.

6. **What is Professor Russell Foster's attitude to sleep?**
 - A. He agrees with Horne that, on average, people get enough sleep.
 - B. Sleep deprivation is a problem only for people in some professions.
 - C. Sleep deprivation is a problem only if it happens in longer time periods.
 - D. Taking stimulants can be harmful to our sleep.

7. **What is the overall conclusion about sleep deprivation? (paragraph 7)**
- A. Numerous ways of treating it show the importance of the problem.
 - B. Taking sleeping pills is one of possible solutions to the problem.
 - C. Sleep deprivation can be treated successfully, but much money is spent on it.
 - D. The best way of treating sleep deprivation is alternative medicine.

M Zadatak 12 – Informativni tekst

Read the text. For questions 1-8 choose the answer (A, B, C or D) which you think fits best according to the text.

Summerhill school and the do-as-yer-like kids

1. Earlier this month, seven generations of past and present pupils gathered to celebrate the 90th anniversary of Summerhill. The school was set up by AS Neill, a teacher who so loathed¹ the strict discipline he was expected to impose on pupils that he came up with a radically different method of education – to allow children as much freedom as they pleased.
For me, it was also a celebration of my grandmother's legacy, for in August 1921 Lilian Neustatter co-founded Summerhill. The genesis was an invitation to tea. Lilian had sent my father to the King Alfred School in Hampstead, where Neill was a teacher. She invited him to their house and was captivated by the Scotsman's dream of a school where pupils could make their own rules.
2. My grandmother had no formal background in teaching, but she was well-educated, and a skilled linguist and musician, and together she and Neill decided to start Summerhill. In 1927, she divorced my grandfather and became Neill's wife. She died as I was born, but we used to visit Summerhill and in 1954, aged 11, I decided to go.
I was homesick at first, and shy, but I knew Summerhill had something special and I wanted to stay. So I became one of the "do-as-yer-like-kids", as the local town called us, imagining the anarchy that must rule inside our brick walls.
3. *Sometimes it did.* I remember Angus Dudgeon, who arrived just into his teens after being kicked out of Harrow. Gobsma²cked by the freedom, he ran around screaming, talking "inappropriately" to the girls and finally breaking 23 windows over two days. As he lifted a stone to break another, Neill, spotting him, picked up one himself and broke the 24th window before Angus could. Angus broke no more windows, quietened down and became one of the sweetest members of the community. He also went on to produce records for Pink Floyd.
4. Our peers in orthodox schools could not believe we would choose to go to lessons if we didn't have to. But as many who came discovered, after plenty of time scrambling in the big beech tree, building dens³ or sitting in a field of wildflowers reading quietly, formal learning was surprisingly enjoyable. Even so, I got a book flung at me for talking in class by our inspirational English teacher, an ex-army man. "You don't have to come," he said, "but if you do, you must not spoil it for others."

5. The teaching was patchy⁴. When teachers had good skills and were in tune with Summerhill's philosophy, their lessons were wonderful. Ulla – we called teachers by their first names – combined sewing lessons with teaching her native German. I went on to make my own clothes and pass A-level German with distinction. But wages were low and Summerhill wasn't every teacher's dream school, so some who were hired frankly didn't have a clue.
6. What we did get was a valuable education in democracy. At weekly school meetings, attended by anyone who wanted to come, issues were raised – a child destroying property, or a teacher talking in a way someone considered hurtful – and everyone had an equal vote on the appropriate punishment. These varied from losing your puddings for a day to being banned from Neill's expeditions to the sea.
7. In its 90 years, Summerhill has at times teetered⁵ on the brink of survival, with pupil numbers low, sensationalist documentaries painting a distorted picture of cruelty and anarchy, and Blair's Labour government in 2000 trying to close it. Zoe Redhead, Neill's daughter, who runs the school now, fought and won the court case against them.
8. So, back for the celebrations, should I be proud of what my grandmother did? To this day even simple maths defeats me, but I have not fulfilled the gloomy predictions of academics who declared this "Utopian" school would leave us all unable to fit into the outside world. Instead I've had a fulfilling career and overwhelmingly, the thing Summerhill gave me is optimism and pleasure in just being.

¹ *loathe* - feel intense dislike or disgust for

² *gobsmacked* - absolutely amazed

³ *den* - a hiding place

⁴ *patchy* - irregular or uneven in quality

⁵ *teeter* - move or balance unsteadily

1. **Who decided on the level of freedom of Summerhill's students?**
 - A. AS Neill
 - B. Lilian Neustatter
 - C. Summerhill's founders
 - D. Summerhill's students

2. **Which statement is true?**
 - A. Lilian didn't have a chance to talk to her granddaughter about Summerhill.
 - B. Lilian graduated to be a linguistics and music teacher.
 - C. Lilian had always dreamed of a school with pupil-made rules.
 - D. Lilian's father met Neill in King Alfred School in Hampstead.

3. **What does the word 'it' in sentence "Sometimes it did" (paragraph 3) refer to?**
 - A. "something special"
 - B. "Summerhill"
 - C. "the anarchy"
 - D. "the local town"

4. **Which surprising discovery would a newbie to Summerhill sooner or later make?**
 - A. Choosing to attend classes meant no more scrambling in the trees.
 - B. One could easily enjoy attending classes in Summerhill.
 - C. Peers in orthodox schools couldn't choose which lessons to attend.
 - D. Sitting in a field with a book was part of formal learning.

5. **What did the author's bad memory about the school in general concern?**
 - A. An ex-army teacher who used to fling books at her.
 - B. Having to make her own clothes.
 - C. Hiring unenthusiastic teachers due to lack of money for wages.
 - D. The school wasn't enthusiastic about combining different lessons.

6. **In what way were the students educated in democracy?**
 - A. by assigning equal votes to each person at meetings
 - B. by having a variety of democratic punishments
 - C. by having weekly classes on democracy
 - D. by punishing everybody who made mistakes

7. Which phrase best shows the meaning of “a distorted picture” (paragraph 7) ?
- A. clear
 - B. false
 - C. framed
 - D. true to fact
8. Why does the author primarily feel proud of her grandmother?
- A. She adopted an optimistic attitude in enjoying life itself.
 - B. She managed to find a well-paid job.
 - C. She received an excellent education in maths.
 - D. She was happy because academics respected the school.

S Zadatak 13 – Informativni tekst

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

Serena Williams



From diapers to tennis skirts

The youngest of five daughters born to Richard and Oracene, Serena and the rest of the Williams family moved from her birthplace of Saginaw, Michigan, to Compton, a suburb of Los Angeles, California, when she was a baby. An economically depressed area, Compton is a rough, often violent neighborhood, and the Williams sisters occasionally witnessed exchanges of gunfire.

An *avid* fan of tennis, Richard Williams envisioned his daughters as champions even before they were born. He bought books and instructional videotapes, teaching himself and his wife how to play tennis so they could then teach their daughters. Both Serena and Venus showed promise at a very early age, prompting their outspoken father to begin making predictions about their future success in the tennis world. Coached by her father, Serena entered her first tennis tournament at age four and a half, and her father recalls that, over the next five years, she won forty-six of the next forty-nine tournaments she entered. She and Venus both excelled in the highly competitive preteen circuit in Southern California.

Before reaching their teen years, the sisters had begun attracting attention far beyond the borders of their home state. They received offers for endorsement¹ deals from sporting-goods companies and invitations to prestigious tennis camps.

In 1991 Richard Williams withdrew² the girls from junior tournaments, a decision that was widely criticized by tennis insiders. The junior circuit is accepted as the conventional path to tennis stardom, but Richard wanted to protect his daughters from the intense competition and from what he perceived as racial *hostility* from other players.

Richard invited teaching pro Rick Macci—to come to Compton and watch his daughters play tennis. Macci came, and he was impressed by the sisters' skill and athleticism. He invited them to study with him at his Florida academy, and soon after, the family relocated to the Sunshine State. The proceeds from a clothing endorsement contract for Serena and Venus allowed the family to purchase a home in Palm Beach Gardens, not far from the tennis school.

¹ *endorsement* - an occasion when someone famous says in an advertisement that they like a product

² *withdraw* - (here) stop someone from taking part

-
1. What was the new place where the Williams family came to live like?
 - A. dangerous
 - B. lively
 - C. peaceful

 2. The word avid (line 6) describes a fan in the text. It means
 - A. passionate
 - B. pessimistic
 - C. pleasant

 3. Who did Mr. Williams buy instructional material for?
 - A. for his daughters
 - B. for Oracene and himself
 - C. for the coach

 4. Who was Serena's first coach?
 - A. Oracene
 - B. Richard
 - C. Rick

 5. When did the sisters become famous outside California?
 - A. before they were teenagers
 - B. when they were in their teens
 - C. when they moved to Florida

 6. Why did Mr. Williams withdraw his daughters from junior tournaments?
 - A. They had to learn.
 - B. They would get hurt.
 - C. They would be mistreated.

 7. What does the word hostility (line 21) mean?
 - A. blackness
 - B. hospitality
 - C. unfriendliness

 8. Why did the Williams family move to Florida?
 - A. It was near the new tennis school.
 - B. Macci gave them a new house.
 - C. They had sold their family house.
-

S Zadatak 14 – Informativni tekst

Read the text. For questions 1-7 choose the answer (A, B or C) which you think fits best according to the text.

Perfect face dimensions measured

Scientists believe they have worked out the dimensions of the most attractive female face

1. They say the key to the ideal arrangement of female facial features is the measurements between the eyes, mouth and ears. Applying their results, the Canadian pop singer Shania Twain was rated as having the perfect visage.
2. The study, led by the University of Toronto, appears in the journal *Vision Research*. The researchers asked students to rate the attractiveness of colour photographs of the same woman's face, laid out side by side. Using 'Photoshop' software, the researchers altered the vertical distance between the eyes and mouth, and the horizontal distance between the eyes in each image.
3. The features themselves never changed, just the distance between them, and the woman's face was only compared to her own. Following a series of experiments, the researchers came up with the most attractive length and width ratios between features. On length, the distance between a woman's eyes and mouth should be just over a third or 36%, of the overall length of her face, from hairline to chin. For width, they calculated that the space between a woman's pupils should be just under half, or 46%, of the width of her face from ear to ear.
4. Fortunately, the researchers calculated that these ratios correspond to an average face. The researchers said women who did not fit the "perfect dimensions" had no need to resort to extreme measures, such as plastic surgery. They said hairstyles could be used in effect to create an optical illusion.
5. Lead researcher Professor Kang Lee said the face of actress and renowned beauty Angelina Jolie did not fit the golden ratio either for length or width. British actress Elizabeth Hurley scored on the golden ratio for length, and just missed out the width measurement. Both were eclipsed by Shania Twain, 44, whose hits include *Man! I Feel Like a Woman!* The results suggest her face has a perfect set of geometric measurements. However, the study looked only at white women, and the researchers admit their findings could not be applied to other groups.

Adapted from the *BBC News*

1. **What do the scientists claim about the ideal face?**
 - A. It has perfect proportions.
 - B. It has proportional ears.
 - C. It has beautiful mouth.

2. **According to the scientists, which celebrity has the perfect face?**
 - A. Angelina Jolie
 - B. Elizabeth Hurley
 - C. Shania Twain

3. **Which computer program did the students use?**
 - A. ACDSee
 - B. Acrobat Adobe
 - C. Photoshop

4. **What should be the distance between eyes and mouth?**
 - A. 1/2
 - B. 1/3
 - C. 1/4

5. **What should women with imperfect measures do?**
 - A. It is not stated in the text.
 - B. They should not do anything.
 - C. They should undergo plastic surgery.

6. **What do the researchers say about Angelina Jolie's face?**
 - A. It is perfect.
 - B. It is perfect in length.
 - C. It is perfect neither in length nor in width.

7. **What is the meaning of the word eclipsed in paragraph 5 (“Both were eclipsed by Shania Twain”)?**
 - A. darkened
 - B. made outstanding
 - C. overshadowed

S Zadatak 15 – Informativni tekst

Read the text. For questions 1-8 choose the answer (A, B or C) which you think fits best according to the text.

Pupils forced to listen to Mozart

By Katherine Sellgren

1. Detentions¹ where pupils are forced to listen to classical music are an effective measure against unruly behaviour, a head teacher has found. Brian Walker, head at West Park School in Derby, has introduced and runs the two-hour detentions, featuring Elgar, Mozart, Verdi and Bach, on a Friday after school.
2. Pupils on their third official warning that week can expect to attend. As well as listening to classical music for an hour, pupils also have to watch an educational television show. For example, they have watched the Story of Maths, programmes from the National Geographic Channel, Chinese School and the World's Strictest Parents. The detention has an average weekly attendance of 20 out of a total of 1,320 pupils.
3. They are given out as part of a specific formula for inappropriate behaviour at the school. The first warning - known as a C1 or Consequence 1 - sees a disruptive pupil receive a special warning from a teacher. If they misbehave again, pupils are given a C2, which constitutes writing out the poem, Jerusalem - Mr Walker's favourite. A C3 sees pupils told off by the head teacher and an automatic two-hour Friday detention.
4. Mr Walker says his main aim is to stop disruptive pupils spoiling lessons for the well-behaved majority. "These are the disrupters of learning, not the smokers, the truants or the people who are late - they are dealt with through other procedures. "It's those who have slowed the learning process in class for everyone and I won't have that, because it is robbing the rest of opportunities."
5. Mr Walker says the detention serves as a positive reminder that an education is something to value. "It helps them see they are part of something bigger that will enhance their life chances if they become a team contributor. "When it's finished, there's no anger or resentment, because it's not a punishment, but pointing out the consequences of their behaviour. "Hopefully, I open their ears to an experience they don't normally have and it seems many of them don't want to have it again, so it's both educational and acts as a deterrent²."

¹ *detention* - a punishment in which a student must stay at school after others have gone home

² *deterrent* - preventing something from happening, discouraging

-
1. **Why did Brian Walker introduce listening to classical music?**
 - A. to fight lack of discipline in class
 - B. to make detention stricter
 - C. to popularize music lessons

 2. **Which words in paragraph 1 show that Mr Walker's idea was good?**
 - A. effective measure
 - B. official warning
 - C. unruly behaviour

 3. **Friday detentions are attended by students who**
 - A. like classical music.
 - B. like educational programmes.
 - C. were warned three times.

 4. **According to paragraph 2, which statement is true?**
 - A. Every week about twenty students attend Friday detention.
 - B. So far, 1,320 students have attended Friday detentions.
 - C. Students watch educational TV shows for two hours.

 5. **Which official warning means seeing the head teacher?**
 - A. C 1
 - B. C 2
 - C. C 3

 6. **What is Mr Walker's main aim?**
 - A. to identify reasons for spoiling lessons
 - B. to educate disruptive students on Friday detentions
 - C. to provide normal lessons for other students

 7. **What seems to make the learning process slower?**
 - A. disruptive students
 - B. students who are late
 - C. students who smoke

 8. **According to Mr Walker, what is the students' attitude towards this sort of detention?**
 - A. feeling of anger
 - B. feeling of being punished
 - C. positive
-

S Zadatak 16 – Informativni tekst

Read the text. For questions 1-5 choose the answer (A, B or C) which you think fits best according to the text.



TRAINS COMING – MASTERPIECE AT RISK?

- With its impossibly thin columns, Antonio Gaudi's unfinished masterwork La Sagrada Familia seems as if it might suddenly collapse, like a surreal cake.
But the architect in charge of efforts to complete the church, one of the most popular monuments in Spain, says the building is indeed threatened – by a train tunnel that, if built as planned, would be dug within a metre or two of its foundations. "The project could cause irreparable damage to the Sagrada Familia," said the architect, Jordi Bonet, who leads a group of 20 architects.
- Jordi Prat, the government official in charge of Catalan railroads, said other routes under the city had been rejected because they involved digging directly beneath dozens of buildings. He added that as the project continued, engineers would test for any potential threats to structures above ground.
- Mr Bonet rejected the government assurances. "This is a badly designed project," he said. "They say, 'We will fix things as we go along.' You cannot do that." And once the trains, which will halve the five-hour journey to Madrid from Barcelona, start running, the vibrations could shake loose tiles embedded in the ceiling.
- Academics from overseas have joined the protest. "To consciously endanger a World Heritage site designated by Unesco is an act of thoughtless vandalism," J. Mark Schuster, professor of urban cultural policy at the Massachusetts Institute of Technology wrote to Mr Bonet.
- The government says the project could begin next spring, and despite the potential dangers, Mr Bonet remains philosophical about La Sagrada Familia's future.
"Gaudi said that everything is providential," he said with a shrug. "Everything is achieved through sacrifice but we are not the ones who decide about life, death and other things." As for the church's completion, the only thing Mr Bonet is sure of is that he will not be around to see it. "What is the point in worrying about whether it will take another 20, 30 years to finish?" he said. "Gaudi never saw it finished. Why should I worry then?"

Adapted from *The NY Times*

1. **The purpose of this text is**
 - A. to educate
 - B. to entertain
 - C. to warn

2. **What reason for the government's decision to proceed with this project does paragraph 2 suggest?**
 - A. All potential threats will be tested before the start of the project.
 - B. It is better to endanger one building instead of dozens.
 - C. Other routes under the city hadn't been considered.

3. **Which statement best describes what the government said (paragraph 2)?**
 - A. Let's find another route and dig there.
 - B. We'll start the project and then test and fix everything.
 - C. We've decided to risk other buildings and not La Sagrada.

4. **Where did the project stir protest?**
 - A. in Spain and overseas
 - B. in Spain only
 - C. overseas

5. **According to Mr Bonet's philosophical attitude, who will decide about La Sagrada's future (paragraph 5)?**
 - A. architects
 - B. Gaudi
 - C. providence

S Zadatak 17 – Informativni tekst

Read the text. For questions 1-8 choose the answer (A, B or C) which you think fits best according to the text.

Making Room for Readers



One recent morning, my almost four year old daughter started crying out of the blue¹. I asked her what was wrong, and she said, “I don’t have a library card!” So with a proud heart, I put her into her car seat and we set off for the library in search of a library card and — at her request — in search of Tintin books like those I’d told her were my favorite stories at the library when I was young.

We went first to the branch library in our end of town, a small, round building with walls almost entirely of glass. All those windows, and the books behind them, make it look pretty inviting, and we parked our car and I held my daughter’s hand as she skipped to the door, full of excitement. Unfortunately, it was closed. My daughter’s enthusiasm turned to tears outside that locked door, so I drove to the main library as quickly as traffic and speed limits allowed.

It was open, thank goodness, and we spent a long time exploring the children’s room, learning how to find “a book about astronauts”, and choosing other stories about dinosaurs, kids in school, and a penguin. When we’d found enough books, my daughter went to the desk, stood on her tiptoes, and announced to the librarian, “I need a library card!”

The librarian, who must have been through this before, sighed and her face took on the look of someone who knows she’s about to disappoint a young customer. “Well,” she said, “here’s the rule. If a child is under five, she needs to be able to print her first and last name on this form.” She put a small blue card in front of my daughter, and pointed to a narrow space for her name. “She can write her name,” I said, “but maybe not small enough for that line.”

“I can do it,” my daughter said, so I got her a pencil and she did a great job writing her first name, Gretchen, but unfortunately those letters took up the whole space. We should have chosen a shorter name, I thought, as she got frustrated — understandably — and tried to print her last name, which she hasn’t practiced as much, and ended up with a mess. “I can’t do it,” she said, her face melting.

“We’ll practice at home and try again soon,” I told her, while sliding my own library card onto the desk. The librarian gave us a couple of blank cards to practice with, and I drove home with a sad and disappointed face in the rearview². And although she has practiced, with determination, she still can’t quite fit her name in that space so she still can’t quite get a library card.

I can’t help but remember that reading — both the careful selection of books and being given enough privacy to quietly read them myself — was among the first freedoms I had. Those early choices, and being trusted to make them, seem like foundational experiences now, decades later. And now, as a father and author, I want my daughter to find treasures of her own on library shelves. It’s a mistake to rarify³ reading and put books out of reach. A big mistake really.

By Steve Himmer

¹ *out of the blue* – unexpectedly

² *rearview* – a mirror on a motor vehicle enabling the driver to see things behind him

³ *rarify* – to complicate

1. **Why did the girl start crying one day?**
 - A. She couldn't find her Tintin books at home.
 - B. She lost her card in the library one morning.
 - C. She wanted to get a library card of her own.

2. **How fast did the author drive to the main library?**
 - A. As fast as his car could possibly go.
 - B. As fast as traffic rules allowed him.
 - C. The text doesn't provide such information.

3. **How did the author feel when he saw that the main library was open?**
 - A. little tired
 - B. relieved
 - C. surprised

4. **According to the author, what did the librarian's sigh imply?**
 - A. The librarian didn't much like children under five.
 - B. The librarian knew what was going to happen next.
 - C. The librarian was very surprised with the little girl's request.

5. **When did the girl admit that she couldn't do what she was asked to do?**
 - A. After a messy attempt to print her last name.
 - B. As soon as she saw a small blue card.
 - C. The moment she printed her first name.

6. **How did the author know that his daughter was sad and disappointed?**
 - A. He saw her face in the mirror.
 - B. She didn't want any blank cards.
 - C. She was crying on the back seat.

7. **Which statement is true?**
 - A. Although she can get a library card, the girl is still practicing.
 - B. In spite of her practice, the girl still can't fit her name there.
 - C. The girl still hasn't a library card because of her determination to practice.

8. **What is the author's overall attitude towards books (last paragraph 7)?**
 - A. Children should be allowed to make their own choices which books to read.
 - B. Fathers should help daughters in finding treasures on library shelves.
 - C. It is wrong to let all books be easily accessible by children.

POVEZIVANJE
M Zadatak 18

Read the text and choose from the titles A-H the one which fits each gap (1-7). There is one extra title which you do not need to use.

The ape of things to come

The extinction of chimps may be our own undoing, says Jonathan Heddl

1.

Chimpanzees will soon be extinct. If the present rate of hunting and habitat destruction continues, then within 20 years, there will be no chimpanzees living in the wild. But this is more than an environmental or moral tragedy. Chimpanzee extinction may also have profound implications even for the survival of human beings.

2.

In 1975 the biologists Marie-Claire King and Allan Wilson discovered that the human and chimpanzee genomes match by over 98%. Compare this to the mouse, used as a model for human disease in lab tests, which shares only 60% of its DNA with us. In fact, chimpanzees are far more similar to humans than they are to any other species of monkey. As well as resembling us genetically, chimpanzees are able to use tools, as first recorded by Jane Goodall in 1968 when she spotted a wild chimpanzee using a twig to extract termites from a mound. These facts alone should be enough to make protection of chimps an urgent priority. But there is another, more selfish reason to preserve the chimp.

3.

The chimpanzees' trump card¹ comes in the field of medical research. Chimpanzees are so similar to humans that veterinarians often refer to human medical textbooks when treating them. Yet chimpanzees do show differences in several key areas. In particular, chimps are much more resistant than humans to a number of major diseases. It is this ability that is so interesting. For example, chimps seem to show a much higher resistance than humans to HIV, the virus that causes Aids. Another area of interest is cancer. While it is one of the biggest killers in the western world,

chimps suffer very little from the most common human cancers. This may be simply due to a healthier lifestyle and diet, but many scientists suspect that genes play a significant role.

4.

By sequencing the chimp genome and determining the places where the chimpanzee DNA sequence differs from that of humans, scientists hope to be able to discover which parts of the genetic code give chimps their increased resistance to some diseases. This, they hope, will allow them to develop new and more effective treatments for the human forms of these diseases. Such treatments could include the production of new drugs or even the alteration of the human genetic sequence.

5.

In addition to disease treatment, the sequencing project could open up new possibilities that verge on science fiction. The argument is that if there is less than 2% difference between chimp and human genes, then that must account for everything that makes us human, from our increased intelligence to our ability to use language. Comparing sequences will allow us to isolate the genes responsible for our “humanness”. Once we know what the genes are, we may be able to alter them to give future generations desirable characteristics such as improved intelligence.

6.

The sequencing project and the exciting possibilities it represents for humans is played out against a background of decreasing chimpanzee numbers. In the decades since the Second World War, the major chimp habitats have been drastically reduced through intense farming and extensive logging². Wars in countries such as the Democratic Republic of Congo have further worsened matters. Chimps are even killed to fuel a trade in “bushmeat”³. The chimpanzee population is now between 100,000 and 200,000, down from more than a million a century ago. It is declining rapidly.

7.

The United Nations Environment Program (UNEP) has recently launched an initiative to try to save the remaining great apes. The program is called the Great Apes Survival Project (Grasp). Grasp will work in the worst-affected areas, trying to combat the bushmeat³ trade and threats to the animals’ environment. This will be in conjunction with efforts to promote tourism, an industry in which chimps are more valuable alive than dead. Whether these initiatives will save the chimpanzee and its

cousins, or are too little, too late, remains to be seen. Whatever the outcome, it is our duty to try to stop the decline in chimp numbers, if not for their sake, then for our own.

Adapted from *The Guardian*

¹ *trump card* - something that gives one person or group the advantage over another

² *logging* - the process, work, or business of cutting down trees and transporting the logs to sawmills

³ *bushmeat* - meat from wild animals

- A. Chimps could help scientists treat diseases more successfully**
- B. Chimps - the most intelligent animals**
- C. Extinction of chimps - a threat to humans**
- D. Humans are to blame for possible extinction**
- E. Our closest relatives**
- F. Smarter people in the future?**
- G. The future of chimps**
- H. What makes chimps important to us**

MS Zadatak 19

Read the text and choose from the titles A-G the one which fits each gap (1-6). There is one extra title which you do not need to use.

VENTURE TRUST



An inspirational Scottish scheme fosters new hope and self-belief in some of the toughest young offenders by pushing them to their limits in the Highland wilderness

1.

“The idea is to be physically, emotionally and socially challenging,” said Andy Ashworth, programme manager of Venture Trust. And here, several hours’ walk from the nearest town, high in the mountains outside Inverness in the middle of November, there is no soft option.

2.

It is day seven of a 10-day expedition, and none of the six participants aged from 16 to 18 has seen a shop, or a streetlight, or a shower, since they left “base camp”. They are carrying everything – tents, sleeping bags and mats, aluminum pot and stove, changes of clothes and waterproofs, packets of foodstuffs – and wearing everything else. Water comes from the ice-cold streams.

3.

The wilderness courses of the Venture Trust are pioneering work that has its roots in US boot camps. Their success with some of Scotland’s toughest young offenders is winning over even the most skeptical in the criminal justice system. An Edinburgh-based charity, it works with 16- to 25-year-olds, taking them out into some of

Britain's most inhospitable terrain, challenging antisocial attitudes and giving them the skills to change.

4.

These teenagers come with different stories but with very similar themes: loss and tragedy, drink and drugs, parents who failed and parents who left, or died. Schools they were thrown out of. They have made their protests through violence and substance abuse. They've come from care homes and homeless hostels, and young offenders institutions. They have been offered an alternative – a chance to change.

5.

Morning and afternoon, participants have intensive sessions in an outdoor classroom. Along with the therapeutic sessions aimed at changing behaviour, they have to get on with strangers and negotiate the group's survival. As darkness falls at 4pm, everyone stops to camp for the night.

6.

With the wilderness courses and the follow-on support, Venture Trust has lifted their chances from zero - 83% of participants had changed behaviour and their circumstances, with 57% already in training or employment. Self-esteem had risen markedly in 98% of them. And as one of the participants said: "They make me feel like I'm a human being."

www.guardian.co.uk

- A. Common background**
- B. Daily routine**
- C. Essential equipment**
- D. Going hunting**
- E. So far, so good**
- F. Tough challenges**
- G. What is Venture Trust?**

M Zadatak 20

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



When a Need To Work Is Addictive

1.

You put in 12 to 14 hours a day at the office and often work on weekends and at home. Some people have joked that you are a “workaholic,” and a few people close to you have even said that it’s a serious problem.

2.

Chances are you’re a workaholic if you feel compelled to work for the sake of working, and you feel panic, anxiety or a sense of loss when you aren’t working.

The workaholic is “addicted to incessant activity,” said Diane Fassel, author of “Working Ourselves to Death” and chief executive of Newmeasures, which conducts employee satisfaction surveys. The behavior continues even if the worker is told that it is personally harmful - even harmful to the quality of the work, Fassel said.

3.

Opinions differ over whether such unhealthy behavior - as opposed to abuse of substances like drugs and alcohol - can be considered an actual addiction. But more mental health professionals now consider workaholism to be a condition that potentially can cause both mental and physical damage, said Bryan Robinson, who is a psychotherapist in Asheville, North Carolina, and the author of the book “Chained to the Desk.”

One problem is that people are praised and rewarded for working excessively. That almost never happens with addictions, Fassel said.

4.

Most workaholics are either perfectionists, have a need for control or a have combination of both traits, said Gayle Porter, an associate professor of management at the Rutgers School of Business in Camden, New Jersey, who has studied workaholism.

Working too hard can also be a way to escape from a bad relationship or to make up for an absence in one’s personal life, Robinson said.

5.

The stress that goes along with working too much has been shown to lead to substance abuse, sleep disorders, anxiety and ultimately to physical problems like heart disease, Fassel said. Often, a visit to the doctor's office is the first step toward recovery.

6.

The nonworkaholic knows how to set boundaries. Fassel said: "Many of us at various times in our life have to work very long hours, but we have the internal regulator that says, 'This has gone on long enough.' " The workaholic "feels bereft without that constant activity," she said.

7.

If several people close to you say they feel neglected by you because of your work, you should certainly take their words seriously.

And if you regularly conceal from family members that you are working - say, sneaking into the next room to peek at your BlackBerry.

8.

Professional help, or the active support of family members and friends, may be needed to turn the tide.

In addition, an employer could perceive the workaholic's reduced work hours and curtailed accessibility as a drop in performance. In that case, it may be necessary to request a new assignment or a transfer within the company.

The New York Times (adapted)

bereft – sad and lonely because you have lost something

curtail – to limit something or make it last for a shorter time

- A. Are certain types of people more prone to workaholism than others?**
- B. Is it? How can you tell?**
- C. Is it possible to stop being workaholic?**
- D. Is workaholism really a disease, like alcoholism?**
- E. What are some of the dangers of working too hard?**
- F. What are some telltale signs of workaholism?**
- G. What steps can a person take to stop working too hard?**
- H. What's the difference between workaholism and working very hard?**
- I. What working hours are considered excessive?**

M Zadatak 21

Read the text and choose from the titles A-H the one which fits each gap (1-7). There is one extra title which you do not need to use.



For the Love of Libros in Cuba

1.

Imagine yourself in front of an 18th century fortress facing the Malecón, a famous walkway near the water in Havana, Cuba. Comprised of underground tunnels, old dungeons and hundreds of ancient cannons, the fortress is said to have been built to resist pirates. A frequented spot for visitors, there is a very different sort of crowd milling about the fortress this week. Thousands of people stream up the hill toward the drawbridge of the fortress. The dirt road is lined with ice cream trucks and food stalls, and free pony rides for children are offered. There is a buzz in the air—people are happy, no one is pushing, but there is a sense of anticipation. It is a combination of the excitement of a massive rock concert with all the calm and cheer of a folk festival.

2.

But this is not a concert, nor is it a festival. This is a book fair. More than 300 publishing houses from more than 43 countries have set up stalls and events in the fortress. The book fair will stay in Havana for 11 days, then it will travel to 30 other cities across Cuba.

Last year more than 5 million people attended the book fair, purchasing more than 6 million books. To put this in context, Cuba has a population of 11.5 million people. That means nearly half the entire population goes to the book fair. Imagine participation on this scale anywhere else in the world. In the U.S., that would mean no less than 152 million people coming out to attend, of all things, a book fair.

At the fair there were bookstalls that held the least expensive books—those that were marked down even lower than the already low prices. Many books were selling for 1 peso in moneda nacional (the national currency). That translates to, roughly, 5 U.S. cents.

3.

Many of these books were children’s books, some were propaganda, and there was an entire table of the collected works of Lenin in Spanish on the bargain table. Along

with politics and history, a wide range of topics could be found. Published by Cuban publishing houses, together the books cost less than 40 U.S. cents. At these prices, the books at the fair are affordable to mostly everyone.

The fair was filled with children—half the attendees had to be less than four feet tall. Really! There were countless children’s events: readings for kids; spaces where they could just open books and look at them, touch them and have adults read to them; and play spaces. This reminded me of folk festivals I went to as a child. I can remember feeling like we, the kids, were the center of the festivals, the center of the universe. The book fair in Havana has that feel as well.

4.

Each evening the book fair ended with a concert at sunset, which sometimes lasted until after midnight. The lineup of musicians the night I attended was for a young crowd. And they were arriving—as we left, teenagers and 20-somethings came toward the drawbridge. This concert for young people helped to bring in some of the youth who are sometimes referred to as “la generación perdida” (the lost generation).

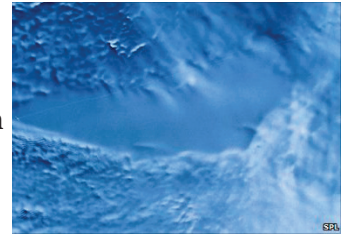
5.

I cannot paint a colorful enough picture of what the days of the book fair felt and looked like. People of all colors and ages came for books. Books! To look at what books were there. To buy a book. To listen to people reading from their books. To sit on the grass or on the wall and discuss the books they were holding or wanted to buy. It was all about ideas and imagination. It was a space filled only with the inspiration, passion, adventures and mysteries of the written word. Day after day, with attendees numbering in the hundreds of thousands and then millions. That is the International Book Fair in Cuba the way I experienced it.

- A. A humble attempt of description**
- B. Feel the atmosphere?**
- C. Figures, big and small**
- D. From dusk to (almost) dawn**
- E. Kids’ paradise**
- F. The books I bought**

S Zadatak 22

Read the text and choose from the titles A-H the one which fits each gap (1-7). There is one extra title which you do not need to use.



Lake Vostok drilling in Antarctic ‘running out of time’

1.

With only about 50m left to drill, time is running out for the Russian scientists hoping to drill into Vostok - the world’s most enigmatic lake. Vostok is a sub-glacial lake in Antarctica, hidden some 4,000m beneath the ice sheet. Overlaid by nearly 4km of ice, it has been isolated from the rest of the world for millions of years. Temperatures can go as low as -80°C.

2.

The team has been drilling non-stop for weeks. “It’s like working on an alien planet where no one has been before,” Valery Lukin, the deputy head of Russia’s Arctic and Antarctic Research Institute (AARI) in St Petersburg, which oversees the project, told BBC News. “We don’t know what awaits us down there,” he said, adding that personnel at the station have been working shifts, drilling 24 hours a day.

3.

Normally, water in such extreme conditions exists only in one state: ice. And when, in the 1970s British scientists in Antarctica received strange radar readings at the site, the presence of a liquid, freshwater lake below the ice did not instantly spring to mind. It was not until 1996 that the discovery was formally acknowledged, after satellites sent in the images outlining the lake’s contours. Since the lake has remained sealed off from the rest of the world, scientists estimate that conditions in it have probably remained unchanged for some 15 million years. And if the Russian team gets through to the pristine waters, they hope to encounter life forms that have never been seen.

4.

Eager to explore the ancient lake, scientists started drilling and managed to go as deep as about 3,600m - but when the untouched waters were only some 130m away, in 1998, the project ground to a halt. The drilling was resumed in 2004, when the team came up with new, ecologically safe methods of probing the lake. In November 2010, the scientists were given the permission to sample the ancient waters.

5.

They said that instead of drilling into the lake, they would go down until a sensor on the drill detects free water. Then they would take the drill out without going any further and adjust the pressure so that instead of any liquid in the borehole falling down into the lake, water in the lake would be sucked up. Then the drill would be taken away and left for quite some time to freeze, creating a plug of frozen ice in the bottom of the hole. Finally, next season, the team would drill down again to take a sample of that ice and analyze it.

6.

But the work has not been going very smoothly, being repeatedly delayed because of technical difficulties. "Up until three km down, drilling is usually relatively easy - it has been done in Greenland and here in Antarctica. But after three km and as we near the bottom [of the ice sheet], the ice temperature gets very close to the ice melting point, and all sorts of problems begin," said Dr Ekaikin. Additional difficulties arise from the changing structure of the ice - after about 3,600m, it is pure frozen lake water, composed of huge round monocrystals as hard as glass.

7.

But some experts remain concerned that probing the lake's water - thought by some to be isolated from everything else on Earth - could contaminate its ecosystem and cause irreversible damage. Despite all the precautions, some international observers still think that the project is a threat to the ancient sub-glacial lake. But the Russians working in Antarctica believe that the risks are virtually non-existent and that the possibility of a great discovery makes it entirely worthwhile.

- A. Astonishing discovery**
- B. Contamination concerns**
- C. Earlier drillings**
- D. Expecting the worst**
- E. Far from being easy**
- F. Getting the samples**
- G. Long-isolated mystery**
- H. Working non-stop**

S TAČNO/NETAČNO

Zadatak 23

Read the text. For sentences 1–7, decide if each statement is true or false and put a tick (✓) in the appropriate box.

Exploring The World



Science has learnt a great deal from polar expeditions. For instance, we now know a lot more about the effects polar conditions have on a person's mind and body.

In the early days, explorers often went mad. One cause of this madness was later discovered: when people aren't used to living in extreme cold, their bodies use up a lot of energy to keep warm and this gets rid of all the vitamins in the body. The brain, deprived¹ of vitamins, can't work normally, at least until the body gets used to the cold. After a certain period, the body adapts itself to its new environment and makes the most of whatever vitamins are available.

The time spent in total darkness also has a negative effect on people's minds. Winter in polar regions is characterised by permanent night and lasts several months. Human beings are not used to spending long periods of time in the dark. In northern latitudes² people get depressed during the dark winter months. Now we know that this depression - known as SAD (Seasonal Affective Disorder) – can be reduced by the use of sun lamps.

Low temperatures can cause any part of the body to freeze. This painful condition is called frostbite³. Although the body does get used to functioning in low temperatures, the danger of frostbite is always there if temperatures fall below freezing point. Nowadays, polar explorers carry medication which they can take to allow the blood to flow and slowly defrost the affected parts.

Another common disorder is altitude⁴ sickness. The ice is sometimes more than three kilometres thick, which makes Antarctica one of the highest regions in the world. At that altitude there is little oxygen, so headaches, vomiting and dehydration – the symptoms of altitude sickness – are common. After about a year at high altitude, the body gets used to the lack of oxygen in the air. It compensates by storing more oxygen in the blood.

Taken from *Mind over matter* by Ranulph Fiennes

¹ *deprive of* - take away from

² *latitude* - distance north or south of the equator

³ *frostbite* – injury to tissue in the body from freezing

⁴ *altitude* – height

		TRUE	FALSE
1.	People who live in polar conditions often go mad.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Human brain does not function normally if it does not get enough vitamins.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Seasonal Affective Disorder is caused by spending long periods of time in darkness.	<input type="checkbox"/>	<input type="checkbox"/>
4.	These days explorers take special medication to prevent and cure frostbite.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Explorers often feel depressed when they have altitude sickness.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Although there are no mountains, Antarctica is one of the highest regions in the world.	<input type="checkbox"/>	<input type="checkbox"/>
7.	Human body needs about a month to adapt itself to the lack of oxygen at high altitude.	<input type="checkbox"/>	<input type="checkbox"/>

S **Zadatak 24**

Read the text. For sentences 1–7, decide if each statement is true or false and put a tick (✓) in the appropriate box.

CRYPTOPHASIA – Twin-Speak

Siblings, and especially twins, have been inventing private languages since time immemorial but recently it has captured the public’s imagination. Scientists, meanwhile, have spent the last few decades quietly building up research into what they call “cryptophasia” or “twin language,” and they are of two minds about it. They find it fascinating, as a window onto the origins of human language, but they also worry that it prevents children’s development.

Twins are especially likely to invent a language because they spend so much time together and are on the same developmental level. They imitate each other’s early inventions, weakening each other’s motivation to learn the mother tongue. They spend less time communicating with parents and other adults, on average, than do non-twins, because they always have a ready playmate and because their parents are especially busy.

In most cases, there’s no secret language at all, just mispronounced words. In rare cases, however, children *do* develop an entire language of their own, and amazingly, all twin languages spontaneously develop the same structure, regardless of the language spoken at home. They almost never use pronouns, just proper names. All this gives us a potential insight into the nature of language, into mankind’s “first language,” now lost to history.

We do know that kids generally stop using private languages spontaneously or after an intervention—a good thing psychologists say, because cryptophasia may harm children if it goes on for too long. It also prevents their socialization.

		TRUE	FALSE
1.	Cryptophasia can help scientists to learn about the beginnings of human language.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Scientists spent ten years doing a lot of research on twin language.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Twins encourage each other to learn mother tongue.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Twins' parents are usually busier than other parents.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Twins very frequently develop a language of their own	<input type="checkbox"/>	<input type="checkbox"/>
6.	The structure of a twin language doesn't depend on the language spoken at home.	<input type="checkbox"/>	<input type="checkbox"/>
7.	It is advisable to help twins to stop using their invented language.	<input type="checkbox"/>	<input type="checkbox"/>

TREĆI DIO: LEKSIKA I GRAMATIKA

Format pitanja:

- Cloze test zatvorenog tipa
- Cloze test otvorenog tipa
- Građenje riječi

CLOZE TEST ZATVORENOG TIPa

M **Zadatak 1**

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

Hanslip is a safe pair of hands

Chloe Hanslip sounds like the 1. ordinary girl in the world. The 22-year-old from Guildford, Surrey describes 2. as a typical woman who loves to shop.

She also likes to go out with her friends and has all the 3. songs on her iPod. She has 4. joined her local health club, 5. she is currently taking dance classes.

Yet she also happens to play 6. violin.

Hanslip's parents bought her a violin when she was just two, to stop her 7. her older sister.

"I'd wait for my big sister to finish her piano lesson, then I would toddle over and pick out whatever tune she had just been playing . . . Beethoven, Brahms, whatever," recalls the former child prodigy.

"Because my sister 8. to get rather irritated 9. it, my parents decided they would get a violin to occupy me."

And occupy her it did. By ten she 10. played in some of the world's major concert halls, including the Carnegie in New York and the Royal Albert Hall in London.

By Gary Flockhart

- | | | | |
|---------------|-----------|----------------|-----------|
| 1. A most | B one | C really | D very |
| 2. A her | B hers | C herself | D oneself |
| 3. A last | B latest | C newer | D next |
| 4. A before | B ever | C just | D yet |
| 5. A that | B there | C where | D which |
| 6. A the | B a | C an | D --- |
| 7. A annoying | B arguing | C entertaining | D telling |
| 8. A use | B used | C using | D uses |
| 9. A about | B because | C for | D in |
| 10. A had | B has | C have | D having |

M Zadatak 2

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

Cycling

Cycling, bicycle riding either as a competitive sport 1..... for recreation. It is popular throughout the world, but especially in Europe.

Competitive events today 2..... road races, track or velodrome races, off-road mountain bike races, and youth BMX races.

Road racing is the oldest type of bicycle competition. There are several 3..... of road racing, including stage races, one-day events, time trials and criteriums.

Stage races can 4..... for weeks and cover thousands of kilometres. Each day's race is called a stage. The rider with the lowest cumulative time after all the stages is the 5..... winner. The Tour de France, a 25- to 30-day race covering about 3,200 km or more, is the most prestigious bicycle race in the world.

In time trials, the object is to cycle as fast as possible from one 6..... to another, while being timed by a clock. There are usually two or three time trial stages in the Tour de France.

A criterium is a closed-circuit race around the closed streets of a town or over roads 7..... a group of villages. 8..... distances are about 3 to 7 km. 9..... stage racing and time trialling, the emphasis in a criterium is on speed and bike 10..... rather than endurance.

- | | | | |
|------------------|------------------|--------------|-------------|
| 1. A and | B but | C or | D nor |
| 2. A consist | B contain | C include | D mean |
| 3. A forms | B manifestations | C shapes | D ways |
| 4. A goes on | B exist | C happen | D last |
| 5. A general | B major | C overall | D complete |
| 6. A dot | B moment | C point | D full stop |
| 7. A associating | B joining | C relating | D tying |
| 8. A circuit | B lap | C phase | D stage |
| 9. A atypical | B different | C dissimilar | D unlike |
| 10. A dealing | B driving | C governing | D handling |

M Zadatak 3

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

The Lord of the Rings

The Lord of the Rings is an epic film trilogy 1. of three fantasy adventure films based 2. the three-volume book of the same name 3..... J. R. R. Tolkien. The films are The Fellowship of the Ring (2001), The Two Towers (2002) and The Return of the King (2003).

The films 4. directed by Peter Jackson and distributed by NewLine Cinema. Considered to be one of the biggest and 5..... ambitious movie projects ever undertaken, with an overall budget of \$285 million, the entire project took eight years, with the filming for 6. three films done simultaneously and entirely in Jackson's native New Zealand.

7. trilogy was a great financial success, with the films collectively being the sixth highest-grossing film series of all-time (behind Harry Potter, James Bond, Star Wars, Pirates of the Caribbean, and Shrek). The films were critically acclaimed and heavily awarded, winning 17 8. of 30 Academy Awards nominated in total. The final film in the trilogy, The Return of the King, won all 11 of the Academy Awards for 9..... it was nominated, tying it with Ben-Hur and Titanic for most Academy Awards received for a film. The trilogy received wide praise for the cast and for the 10..... practical and digital special effects.

- | | | | | |
|-----|--------------|--------------|-------------|--------------|
| 1. | A consisting | B containing | C including | D sharing |
| 2. | A at | B in | C of | D on |
| 3. | A by | B from | C of | D to |
| 4. | A are | B had | C have | D were |
| 5. | A more | B most | C quite | D rather |
| 6. | A all | B both | C each | D every |
| 7. | A A | B And | C But | D The |
| 8. | A out | B taken | C together | D with |
| 9. | A that | B those | C what | D which |
| 10. | A affective | B innovative | C inspired | D regressive |

MS Zadatak 4

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

West Country food

Most people who visit Devon 1. forward to having a cream tea. This 2..... of a pot of tea and scones served with strawberry jam and clotted cream, which is much thicker and yellower than 3..... cream. The 4..... for the scones, which are called 'chudleighs' in Devon, can easily be found and you can try it yourselves.

If you are 5. hungry, you could try a Cornish pasty! Pasties used to be the main food of Cornish miners and fishermen about 150 years ago, because they 6..... a convenient meal to take to work. They had either sweet or savory fillings, and were marked with the owner's initials, so that if he did not eat the pasty at once, he would know which one 7..... to him.

Now a visit to Somerset, which has always been famous 8. its cheeses. The most popular 9. is probably 'Cheddar', which is a firm cheese, with a rather mild 10..... It is left to ripen, it tastes stronger, and is sold in the shops as 'mature Cheddar'. The cheese takes its name from a small town which is also one of the British beauty-spots.

- | | | | | |
|-----|---------------|----------------|-------------|-------------|
| 1. | A are | B go | C look | D see |
| 2. | A combines | B composes | C consists | D contains |
| 3. | A habitual | B customary | C ordinary | D regular |
| 4. | A instruction | B prescription | C receipt | D recipe |
| 5. | A also | B only | C still | D yet |
| 6. | A contributed | B provided | C supplied | D wrapped |
| 7. | A belonged | B obliged | C owned | D possessed |
| 8. | A by | B for | C in | D to |
| 9. | A variance | B variation | C variety | D varsity |
| 10. | A flavour | B sense | C structure | D taste |

S Zadatak 5

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

Sydney is the largest city in Australia, with a 1 of approximately 4.34 million. It is the state capital of New South Wales. It was 2 in 1788 at Sydney Cove by Arthur Phillip, admiral of the First Fleet from Britain. A resident 3 the city is called a Sydneysider.

Sydney 4 on Australia's south-east coast. The city is built around Port Jackson, 5 includes Sydney Harbour, leading to the city's nickname, "the Harbour City". It is noted for the Sydney Opera House and the Harbour Bridge, and its beaches. The metropolitan area is surrounded 6..... national parks, and contains many bays, rivers and inlets. The city has hosted international sporting events, 7..... the 2000 Summer Olympics.

Sydney is one of the most multicultural cities in the world. 8..... the Mercer cost of living survey, Sydney is Australia's most expensive city. Sydney also ranks among the top 10 most livable cities in the world.

- | | | | |
|------------------|----------------|-----------------|---------------|
| 1. A inhabitants | B people | C population | D residents |
| 2. A established | B launched | C opened | D set |
| 3. A at | B in | C of | D on |
| 4. A situate | B is situating | C situated | D is situated |
| 5. A which | B who | C whom | D where |
| 6. A about | B by | C in | D with |
| 7. A containing | B excluding | C including | D consisting |
| 8. A After | B According to | C In proportion | D In relation |

S Zadatak 6

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

Reality television

1 you don't watch reality television, it's becoming increasingly hard to avoid. Americans seem hooked on so-called reality television - programs in 2 ordinary people compete in weeks-long contests while being filmed 24 hours a day.

Rather than just debate the point, we wanted to get some answers. So we conducted a detailed 3 of 239 people, asking them about not only their television viewing habits but also their values and desires. We 4 that the self-appointed experts were often wrong about why people watch reality TV.

Two of the most commonly repeated "truths" about reality TV viewers are that they watch 5..... talk with friends and coworkers about the show, and that they are not as smart as other viewers. But our survey 6 show that both of these ideas are incorrect.

Ordinary people can watch the shows, see people like 7 and imagine that they too could become celebrities by being on television. It does not matter as much that the contestants often are shown in an unfavorable light; the fact that millions of Americans are paying 8 means that the contestants are important.

- | | | |
|----------------|---------------|-----------|
| 1. A After | B Because | C Even if |
| 2. A which | B who | C whose |
| 3. A essay | B summary | C survey |
| 4. A found | B happened | C made |
| 5. A for | B in order to | C so that |
| 6. A effects | B endings | C results |
| 7. A they | B themselves | C them |
| 8. A attention | B care | C notice |

S **Zadatak 7**

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



Language at risk of dying out – the last two speakers aren't talking

Manuel Segovia still speaks Ayapaneco to his wife and son who 1..... him but speak only a few words themselves. The language of Ayapaneco has been spoken in the land now known as Mexico for centuries. It has 2..... the Spanish conquest, seen off wars, revolutions, famines and floods. But now it's at risk of 3.....

There are just two people left who can speak it 4..... – but they refuse to talk to each other: Manuel Segovia, 75, and Isidro Velazquez, 69. It is not clear whether there is a long-buried argument behind their mutual 5..... but people who know them say they have never really enjoyed each other's company.

“They don't have a lot 6..... says Daniel Suslak, a linguistic anthropologist from Indiana University. He is involved with a project to produce a dictionary of Ayapaneco. The dictionary is part of a race 7..... time to revitalise the language before it is definitively too 8..... “When I was a boy everybody spoke it,” Segovia told the Guardian by phone. “It's disappeared little by little, and now I suppose it might 9..... with me.”

Segovia, who 10..... any active animosity with Velazquez, used to speak Ayapaneco with his brother until he died about a decade ago.

The Guardian (adapted)

- | | | | | | | |
|-----|---|------------|---|-----------|---|------------|
| 1. | A | listen | B | speak | C | understand |
| 2. | A | exceeded | B | overcome | C | survived |
| 3. | A | chance | B | danger | C | extinction |
| 4. | A | easy | B | fluently | C | ready |
| 5. | A | acceptance | B | avoidance | C | escape |
| 6. | A | different | B | in common | C | together |
| 7. | A | against | B | for | C | from |
| 8. | A | early | B | late | C | timely |
| 9. | A | die | B | dye | C | stay |
| 10. | A | accepted | B | denied | C | refused |

S **Zadatak 8**

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

Poverty is on rise among school pupils, say teachers

Four in ten staff at schools and colleges say poverty among their students has got 1..... since the recession began and some parents can no longer 2..... to give their children breakfast, according to a 3..... by a teaching union.

Teachers also report cases of children 4..... ill-fitting shoes and missing classes because they cannot afford 5..... fares.

6..... 80% of education staff say they have students at their school or college living in poverty.

A majority of teachers say pupils whose families are 7..... by poverty are coming to school tired and hungry. Staff say many such children 8..... a quiet place to study at home, are unable to concentrate and have higher rates of 9.....

Craig Macartney, a secondary school teacher from Suffolk, says: "More children from middle-to lower-income families are not going on school trips and these families find it 10..... to meet the basic cost of living."

- | | | |
|-----------------|------------------|-----------|
| 1. A improved | B proper | C worse |
| 2. A afford | B have | C stand |
| 3. A image | B responsibility | C survey |
| 4. A carrying | B missing | C wearing |
| 5. A bus | B car | C foot |
| 6. A Close | B Nearly | C Near |
| 7. A affected | B effected | C caused |
| 8. A find | B lack | C lose |
| 9. A absence | B arrival | C missing |
| 10. A difficult | B easy | C heavy |

S GAP-FILL

Zadatak 9

Fill in the blanks with the correct form of the verbs in brackets.

Walking, Hiking and Trekking in Montenegro

The mountains of Montenegro 0. _____ *are* _____ (be) some of the wildest, most spectacular, and least visited in Europe. Nevertheless they are easily accessible, and many areas 1. (have) well-marked trails. They present an opportunity 2. (travel) through outstandingly beautiful and remarkably unspoilt natural scenery.

'...more beautiful than the Alps.' This description of Montenegro's mountains 3. (give) to me by a Croatian climber a decade ago. And it was these words which first 4. (draw) me to Montenegro, while 5. (live) in Vienna a few years ago. I now wish I 6. (see) it before I moved to Austria.

Montenegro (or more correctly Crna Gora, 'black mountain') 7. (lie) on the southern Adriatic coast, sandwiched between Croatia, Bosnia-Herzegovina, Serbia and Albania; and within its borders are some of the wildest and most spectacular mountains in Europe.

M Zadatak 10

Put the verbs in brackets into the appropriate form.

Avatar: James Cameron rejects plagiarism claims



James Cameron, the director of the 3D blockbuster Avatar, 1..... (accuse) of ripping off ideas from two popular Soviet Union science fiction writers. The film is similar to parts of Noon Universe, a series of 10 bestselling fantasy novels 2..... (write) by Arkady and Boris Strugatsky in the mid-1960s.

Pandora, an Earth-like moon which features in Avatar as a green and lushly forested planet, also 3 (appear) in the books. The film and the books both take place in the 22nd century.

Arkady Strugatsky, one of the brothers, died in 1991. Last week Boris, 76, the surviving brother, said he 4 (not/see) Avatar, although he appeared to shrug off suggestions of similarities between Avatar and his Noon Universe. He also denied reports that he 5 (accuse) Cameron of plagiarism. James Cameron 6 (insist) that the idea for Avatar is an original one. He 7 (write) an 80-page screenplay for the film back in 1994. He also said how he 8 (influence) by the history of America being invaded and taken from its native people.

20th Century Fox, Avatar's UK distributors, declined to comment. The film 9..... (release) in December 2009 and 10.....(already/become) the second most successful film of all time in terms of box office taking, behind Titanic.

M Zadatak 11

Read the text and write the correct forms of the verbs in brackets

Child Mobile Phone Addicts Get Treatment

Two Spanish children 0. are being treated (treat) for addiction to mobile phones. The children, 12 and 13, 1..... (admit) to a mental health clinic last week because they could not carry out normal activities without 2..... (use) their phones. The children 3..... (do) badly at school, spending an average of six hours a day, talking, texting or playing video games on their phones.

Dr Maite Utges, director of the centre, said: "It is the first time we 4..... (use) a specific treatment for a dependence on the mobile phone. During the treatment, the children 5..... (learn) to live without their mobile phones. He added they 6..... (need) at least a year of treatment to get them off the "drug".

There 7..... (be) concerns about mobile phone "dependency" in several countries. Japan has asked parents to limit phone usage because of negative effects in children who 8..... (overuse) them. Two cases have been reported in Britain of young people obsessed by their phones who 9..... (become) depressed when the number of calls from friends went down.

Dr Utges advised parents 10..... (not, allow) their children to have mobile phones until they were at least 16.

M Zadatak 12

Put the verbs in brackets into the appropriate form.

Cycling to India



When I was 11, during a junior school leavers' assembly in front of all the mums and dads, my headmistress asked my class what they wanted to do when they 1..... (leave) school. Footballer, doctor, film star, politician, came the replies. My answer? "I 2..... (want) to cycle round the world and raise money for charity." A big "ahhhhh" resounded around the school hall. "So sweet."

Little did they know that 20 years later I 3..... (be) setting off on a 9,000-mile journey to India. On my own. Carrying everything I needed on my steel-framed bicycle, affectionately known as "Shirley".

I would like to say it was planned to the nth degree and that everything ran like clockwork. In reality, I was chased by wild dogs, attacked by bandits.

On my last day I 4..... (cycle) through the Bandipur wild-life park in southern India. My flowery bike wasn't great camouflage and startled a number of elephants as I passed. They decided 5..... (charge).

The advice is "if an elephant 6..... (charge) you, stand your ground, and bow your head to show respect". What tosh! With 30 tonnes of muscle and bone 7..... (crash) towards me, destroying small trees and making the ground vibrate under my feet, there was no way I was standing firm. I dropped my bike into third gear and floored it.

Yet the greatest memories 8..... (be) of so many wonderful people I met in every country, who invited me into their homes to celebrate local

festivals, play music, dance, sing, eat, and share each other's cultures, beliefs, history and way of life.

After six months' cycling, I rolled into Chembakolli, a tiny village, my final destination. It was my 31st birthday – 20 years since I 9..... first (dream) up the idea. I 10..... (greet) by a carnival of people playing drums, singing, cheering, and waving banners saying "Happy birthday". All I could do was crouch down and cry tears of joy. I'd cycled 9,000 miles from England to India. I'd lived my dream.

By Daniel Bent, 31, teacher, Essex.

charge - to rush forward in or as if in a violent attack

M Zadatak 13

Read the text and write the correct forms of the verbs in brackets.

Animal shelter's cash crisis

A shelter that 1..... (look) after thousands of animals for 25 years desperately needs help to save it from closure. Farm Animal Rescue Sanctuary 2..... (struggle) with the rising costs of feed and electricity and a lack of grass after May's dry spell. Worried owner Carole Webb 3..... (sell) her home to keep it running. She lives on site so the animals 4..... (care for) around the clock. Carole said: "I have more than a hundred sheep and they 5..... (be) lamb burgers if it hadn't been for the sanctuary. People don't think sheep are cute or cuddly like cats or dogs so very often they are neglected".

Many more farm animals need help. By 6..... (nurse) them back to health, Carole has found it has healed her own wounds. She explained that she 7..... (already, lose) her partner, daughter and mother within a short space of time, but the animals really helped her. She couldn't just break down. They still needed to be fed. Carole cares so much about her animals she is happy to sleep in a mobile home near them in case they need her in the night.

She rented the sanctuary using the equity from her house. From the moment she got her first little lamb, Larry, she 8..... (hook). He was this tiny, frail little thing who was about to be chucked to the people at the slaughterhouse. A farmer friend told her 9..... (take) him or he'd be destroyed. She hand-reared him and saw him go from strength to strength. He lived with her until he was 15 years old and was a very intelligent sheep. From that moment she stopped 10..... (eat) meat altogether.

Now she is appealing to the public to open their eyes and hearts and do as much as they can to help preserve the shelter.

S Zadatak 14

Fill in the blanks with the correct form of the verbs in brackets.

Classrooms in cyberspace

Last December a group of Open University students 1. (get) together to write and stage their own version of the pantomime Cinderella. Nothing remarkable about that – except that none of the students actually met face-to-face. The whole enterprise 2. (carry out) in cyberspace, at the “island” in the 3D virtual world.

This year’s science students 3. (learn) how to use laboratory equipment to measure the angles of light emitted from a light bulb – without the use of a laboratory, or a light bulb. They 4. (do) it all at home on their computers, using a technique 5. (call) ISE (Interactive Screen Experiment) which allows real experiments to be carried out online.

The Open University 6. (always, be) at the forefront of using new technology for teaching. In 1969 it 7. (be) television. Today there 8. (be) interactive DVDs, podcasts and the internet, which can be tapped into anywhere, thanks to personal communication devices such as the iPhone and Blackberry.

S **Zadatak 15**

Read about Nikola who wants to visit the Nevidio Canyon once again, and write the correct forms of the verbs in brackets.



Two years ago I 0..... *watched*..... (watch) a documentary on the Nevidio Canyon. I was so thrilled that I decided 1..... (call) my friends and see if we could organize a camping trip there. Within a week we found ourselves hiking towards the canyon, carrying our tents and sleeping bags with us.

While we 2..... (have) a rest later that day, John, our English friend, said that he 3..... (never, see) such beautiful and dramatic scenery before. Everything was simply perfect. Those two days we 4..... (spend) hiking, taking photos, laughing.

I 5..... (live) in London now and 6..... (not/be) to the mountains at all since that trip. I really miss camping, rafting and hiking. Those are the sports that I 7.....(enjoy) most.

I 8 (visit) Nevidio again, you can count on that.

S **Zadatak 16**

Read the text and write the correct forms of the verbs in brackets.

My escape to Alaska



In August I 0. ... *found*....(find) myself in the interior of Alaska, a place where few Alaskans even choose to live. There are no roads in the interior, and the only highway is the wide Yukon river. Soon afterwards, I 1..... (fly) into Galena, a small village on the Yukon just 90 miles below the Arctic Circle.

I 2..... (never forget) my first sight of the wilderness all around. I remember 3..... (look) down at the muddy ground where a grizzly 4..... (leave) deep prints.

During my first few months in the interior I 5..... (build) a strong friendship with Don, an old woodsman who lived in Galena.

He 6..... (teach) me how to live in the wilderness. I learned fast, and worked hard 7..... (keep) alive.

I had not thought I 8..... (find) friendship in such a lonely place.

For me, Alaska was about rediscovering the fundamentals of life.

Adapted from *The Guardian*

S **Zadatak 17**

Read Kim's letter and write the correct forms of the verbs in brackets.

Dear Marc,

I hope you 0... *are*.....(be) well. I 1..... (write) to tell you what 2..... (happen) recently.

As you know, I 3..... (study) here at Birmingham University for the last three years and last week I 4..... (offer) a grant to stay on for another two years as a research student! Right now

I 5..... (work) in a team with six other people and it's great.

I 6..... (travel) quite a bit this year.

I 7..... (go) to Florida three months ago.

This summer I 8..... (visit) Indonesia.

I have to go now but I'm dying to hear from you soon.

Love, Kim

S Zadatak 18

Read the text and write the correct forms of the verbs in brackets.

Paternity rights ... and wrongs

In a few weeks' time the UK's paternity leave laws 1..... (change) significantly. Under new paternity leave legislation, fathers will be able to share the maternity leave if the mother 2..... (return) to work early.

For now, this will be limited to a 26-week block of leave for fathers that 3..... (can/take) between 20 weeks and one year after the child is born. Earlier in the year, deputy prime minister Nick Clegg 4..... (announce) the government's intention to further revolutionise Britain's parental leave system.

Norway 5..... (introduce) shared parental leave in 1977 and was the first 6..... (establish) a quota for fathers in 1993. Before that, only 2%-3% of Norwegian fathers took time off to be with their kids. Today, nine out of 10 fathers 7..... (use) the quotas, which they say lay the basis for 8..... (establish) good contact between father and child.

"When I took paternity leave, there 9..... (to be) less than 400 taking it," 10..... (say) Jens Stoltenberg, Norway's prime minister. "Now, around 40,000 fathers take paternity leave."

M **GRAĐENJE RIJEČI**

Zadatak 19

Write the correct form of the words in brackets.



Medical courses at UK and US universities

Medical courses at UK and US universities fill all top 10 places. Cambridge comes second and Oxford fourth in a new 1..... (globe) ranking of medicine courses, in which Harvard tops the list.

Universities are also ranked for 2..... (excellent) in biological sciences and 3..... (psychological), with Harvard topping the league in these subjects, too.

John O’Leary, a member of the QS academic 4..... (advice) board, says: “QS world university rankings for biomedical subjects show that not all the best work takes place in the UK and US. The most reputable UK universities 5..... (performance) admirably in these rankings but Australia, Canada, Ireland, New Zealand, the Netherlands and Hong Kong are all now offering a world-class English-language alternative.”

ČETVRTI DIO: PISANJE

Maturalni ispit:

Pisanje formalnog pisma (80-120 riječi)

Pisanje sastava (120-180 riječi)

Stručni ispit:

Kratka poruka, e-mail (40-50 riječi)

Pisanje sastava (100-120 riječi)

FORMALNO PISMO

M Zadatak 1

4.1 Read the advertisement and write a letter of application in 80 -120 words. Write your letter in an appropriate style including

- where in Montenegro you would like to work
- what your English is like
- the dates you would be available

Hike Montenegro

We are looking for fit, adventurous young people interested in working as guides on our hiking tours in Montenegro.

Knowledge of English is essential as most of our clients are British.

Free food, accommodation and all your expenses covered.

Write and tell us where in Montenegro you would like to work, what your English is like and the dates you would be available.

Mrs Anna Adams

Director

M Zadatak 2

Hope For Children Organisation is looking for a student ambassador who will represent their charity at his/her school. Read the advertisement and write an email explaining why you would be perfect for this role. Write 80-120 words.

Do you want to make a difference to the world, have fun and make friends while doing it?

We are looking for ambitious students who care about children in poverty to represent our charity, Hope For Children. If you are creative and full of ideas, this could be your opportunity to gain experience in the charity sector.

If you become a student ambassador, you will represent our charity at your school. The role will involve a variety of tasks including:

- organising fundraising events with your friends
- promoting exciting art/music/sports/volunteering events
- setting up a Hope For Children society at your school

Here are the clues you have to use in your application:

- Introduce yourself as John/Mary Peters
- Explain what makes you suitable for this position
- Include any relevant experience you have
- Explain why charity work is important to you

M **Zadatak 3**

You have seen the following advertisement in a newspaper:

THE HOLIDAY INN HOTEL

wants A RECEPTIONIST during the summer season

- Are you people friendly?
- Can you speak two foreign languages?
- Do you have good computer skills?
- Do you have organizational skills?
- Are you free from June to September?

Please write to Marcus Hess, Manager, Holiday Inn, 1 Silvertown Way, **London**, England

Write a letter of application in 80-120 words, explaining why you are a good candidate. Do not write your name and address.

M Zadatak 4

You have just seen the following advertisement.

We are looking for a lively young person to help look after our two children (aged eight and six) during our four-week mountain trek.

- Applicants should enjoy being with children and be capable of keeping them occupied and entertained.
- We need a fit and healthy person who enjoys winter sports and camping.
- Personal qualities are just as important as experience.
- Reasonable command of English required.
- Please write to Mr and Mrs Adams enclosing a reference.

Write your letter of application to Mr and Mrs Adams. Say why you think you would be suitable for the job and ask for more details about what you would be expected to do.

Don't forget to mention your experience and interests.

Introduce yourself as John/Mary Peters. Write 80-120 words.

M **Zadatak 5**

You have seen the following advertisement on the notice-board of your local school:

ADVENTURE, ADVENTURE!
(in July)

Our school is providing ten scholarships for a one-month adventure trip in the USA for our students. The accommodation will be in a summer camp in Montana.

- Do you have a good knowledge of English?
- Do you like sports?
- Are you in good shape and ready for a challenge?

If you think you would be a suitable person to be part of our adventurous team, then we would like to hear from you. Please send a letter to the school owner saying why you are a suitable person for getting our scholarship.

Write your letter of application in 80-120 words. Do not write your name and address.

M **Zadatak 6**

Imagine that you are organizing a fun 'Book Run' to help your school library collect more books. Participants are supposed to bring a book and run from the main town square to your school library to which all the books will be donated. You have just received this letter from a local department store. Read the letter and your notes in brackets on the right, then write a reply to Ms Joyce (80-120 words).

Thank you for your letter about the Book Run you are organizing. We also support donating books to school libraries.

Several members of our staff are keen runners and would certainly like to take part. Before we all commit ourselves, however, there are a few questions I would like to ask you:

- What distance is the course?
- Have you organized first aid facilities? If not, we would be pleased to do this. Our firm has its own first aid team.
- Would you like us to donate a t-shirt to participants?
- Will there be prizes for the fastest runners?
- Have you organized refreshments for runners?

We look forward to hearing from you.

Sue Joyce

~ (2 km)

~ (Yes, please!)

~ (No, we've arranged that)

~ (No, it's not a race)

~ (No, would you be able to do this instead of t-shirts?)

E-MAIL

S **Zadatak 1**

Your friends want to go to a basketball match; however, all this week you have been thinking about going to a birthday party. Write an e-mail to your friends. Try to persuade them to go to the party.

Write 40 – 50 words.

S **Zadatak 2**

You want to have a birthday party in a café/a disco club. 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 birthday will take place
- invite your friend and say why you decided to organize a party there

Write 40 – 50 words. Do not write your name.

S **Zadatak 3**

You want to go to a masked ball. Write an e-mail to a friend and include the following information:

- Fill in the field: Subject
- invite him/her to the masked ball
- say where and when the ball will take place
- give instructions about the costumes

Write 40 – 50 words. Do not write your name.

S Zadatak 4

You got a puppy for birthday. Your friend has already a dog and you need some advice from him. Write a message to your friend. In your message you should:

- Fill in the field: Subject
- Inform your friend that you got a puppy and describe it in a few words
- Ask your friend to give you some advice
- Suggest that you could meet and discuss about that

Write 40 – 50 words. Do not write your name.

S Zadatak 5

4.1 You met David last year during your summer holiday. He is inviting you to come to England and go to a summer school of English. Your parents finally decided to let you go but you still need some more information.

Write an e-mail to David and ask about the following:

- The distance of the school from his house
- His plans for the free time
- Fill in the field: Subject

Write 40 – 50 words. Do not write your name.

S Zadatak 6

You read about a disabled girl who needs financial help. You decided to organize a charity ball. Send a message to your friends. In your message you should:

- Fill in the field: Subject
- Write information about the charity ball
- Mention the girl's problem
- Ask your friends to help

Write 40 – 50 words. Do not write your name.

ESEJ

Maturski ispit 120-180 riječi

Stručni 100-120 riječi

MS **Zadatak 1**

The Good and the Bad

Describe an event in your life that seemed bad but turned out to be good.

MS **Zadatak 2**

An English-language magazine is investigating the views of people in different countries on the question:

Should parents limit their children's time on Internet social sites

Write a short article for this topic, based on your own view and experience.

MS **Zadatak 3**

You won a competition organized by your town and the prize is two weeks in a country of your choice. Which country would you like to visit? Use specific reasons to explain your choice.

MS **Zadatak 4**

I experienced a cultural shock.

Describe an event which surprised you when you were in a foreign country or in another town, which is different from what you are used to.

MS **Zadatak 5**

Your local school board is seeking ideas to improve your school. Choose three changes that might improve your school for all students, give reasons and examples

MS **Zadatak 6**

Speaking a foreign language helps a lot.

Write about a situation when speaking a foreign language was very helpful to you.

M Zadatak 7

Advertising forces us to buy things we don't need

MS Zadatak 8

It is said that the 20th century was a century of technology. In your opinion, what discovery or invention in the last 100 years has been the most important for people in your country? Use specific examples to support your choice.

M Zadatak 9

What are important skills a person should learn so that he/she will be successful? Choose three skills and give specific reasons and examples.

M Zadatak 10

Is today's television still good value for money?

MS Zadatak 11

Research shows that young people today are not as healthy as they were twenty years ago. Why is this and can we do anything about it?

S Zadatak 12

Describe your hometown. Write about

- its location
 - things to see
 - things to do
-

S Zadatak 13

Why is it important to take care of the environment?

MS Zadatak 14

Who's the Boss, You or Your Gadget?

How do you convince a family member or friend to put down her mobile phone/computer?

MS **Zadatak 15**

Everybody likes (to receive) presents. What is the present that you like most? Write about the present, who gave it to you and why it is so special.

MS **Zadatak 16**

There are many films based on novels. Do you think it is better to watch the film first or to read a book? Give an example.

S **Zadatak 17**

You received a mail from your pen friend. He likes music a lot and would like to know something about you. Write a reply to him. You should:

- describe the kind of music that you like to listen
 - say if you play a musical instrument
 - write about the concert you enjoyed
-

HEME ZA OCJENJIVANJE PISMENIH RADOVA

PISMO (80 - 120 riječi)

E-mail (40-50 riječi)

	Sadržaj	Leksika	Gramatika	Koherentnost i kohezija
Broj bodova	Ocjenjuje se da li <ul style="list-style-type: none"> pismo odgovara temi su prisutni svi zadati elementi 	Ocjenjuje se <ul style="list-style-type: none"> formalno/neformalno obraćanje (registar) upotreba riječi, fraza, idioma; kolokacije pravilno pisanje riječi interpunkcija 	Ocjenjuje se pravilna upotreba jezičkih struktura na nivou <ul style="list-style-type: none"> oblika riječi fraza klauza rečenica 	Ocjenjuje se <ul style="list-style-type: none"> cjelovitost teksta, upotreba riječi i sintagmi kojima se povezuju ideje
3		<ul style="list-style-type: none"> odgovarajući registar odgovarajući vokabular minimalne greške (2 ili 3) 	<ul style="list-style-type: none"> prikladnost u upotrebi jezičkih struktura, mali broj grešaka 	
2	<ul style="list-style-type: none"> tekst u potpunosti odgovara postavljenoj temi prisutni su svi zadati elementi upotrijebljena je odgovarajuća forma 	<ul style="list-style-type: none"> uglavnom odgovarajući registar standardni izrazi i fraze, greške pri upotrebi složenijeg jezika povremene greške u pisanju 	<ul style="list-style-type: none"> upotreba standardnih jezičkih struktura uz povremene greške (do 30%), rijetko nerazumljiv 	<ul style="list-style-type: none"> povezanost na nivou teksta upotreba riječi kojima se povezuju ideje
1	tekst odgovara postavljenoj temi, ali nedostaje do pola zadatih elementa ili je 20-30% teksta irrelevantno za zadatak temu	<ul style="list-style-type: none"> djelimično odgovarajući registar (do 50% odstupanja) ograničena upotreba riječi brojne/česte greške 	<ul style="list-style-type: none"> ograničena upotreba standardnih jezičkih struktura, povremena nerazumljivost brojne greške (do 50%) 	<ul style="list-style-type: none"> povezanost na nivou teksta
0		<ul style="list-style-type: none"> djelimično odgovarajući registar (više od 50% odstupanja) ograničena upotreba riječi brojne/česte greške (više od 50%) 	<ul style="list-style-type: none"> nerazumljivost brojne greške (više od 50%) 	<ul style="list-style-type: none"> nepovezanost na nivou teksta

Pismo/e-mail se ocjenjuje sa 0 bodova ako je:

- prazno/nema odgovora
- nije odgovoreno na zadatak temu
- upotrijebljeno manje od 40 riječi u pismu ili 20 u poruci
- nerazumljivo
- nečitko
- nijedan zadati element nije prisutan
- upotreba neprimjerenih riječi

ESEJ**Maturalski ispit 120 - 180 riječi****Stručni ispit 100-120 riječi**

	Sadržaj	Leksika	Gramatika	Koherent. i kohez.
Cilj	Ocjenjuje se da li <ul style="list-style-type: none"> ♦ sastav odgovara temi ♦ su prisutni svi zadati elementi 	Ocjenjuje se <ul style="list-style-type: none"> ♦ formalno/neformalno obraćanje (registar) ♦ upotreba riječi, fraza, idioma; kolokacije ♦ pravopis (pravilno pisanje riječi, interpunkcija) 	Ocjenjuje se pravilna upotreba jezičkih struktura na nivou <ul style="list-style-type: none"> ♦ oblika riječi ♦ fraza ♦ klauza ♦ rečenica 	Ocjenjuje se <ul style="list-style-type: none"> ♦ cjelovitost teksta, pasusa ♦ upotreba riječi i sintagmi kojima se povezuju ideje
Broj bodova	2 <ul style="list-style-type: none"> ♦ sastav u potpunosti odgovara postavljenoj temi ili ♦ prisutni su svi zadati elementi 	4 <ul style="list-style-type: none"> ♦ odgovarajući registar i ♦ odgovarajući vokabular uz minimalne greške 	4 <ul style="list-style-type: none"> ♦ raznovrsnost i prikladnost u upotrebi jezičkih struktura, skoro bez grešaka 	2 <ul style="list-style-type: none"> ♦ dobra povezanost na nivou teksta i ♦ dobra povezanost na nivou pasusa i ♦ raznovrsna upotreba <i>linking devices</i>
Broj bodova	1 <ul style="list-style-type: none"> ♦ sastav djelimično odgovara postavljenoj temi, ali nedostaje najviše pola zadatih elemenata ♦ polovina teksta je irelevantna ♦ nedostaje 30-50% riječi 	3 <ul style="list-style-type: none"> ♦ jednostavan, prikladan rječnik uz povremene greške u pisanju ili izboru riječi (20%); 	3 <ul style="list-style-type: none"> ♦ odgovarajuća upotreba jezičkih struktura uz mali broj grešaka (do 20%) 	1 <ul style="list-style-type: none"> ♦ dobra povezanost na nivou teksta kao cjeline, ali nema pasusa ♦ dobra povezanost na nivou teksta i pasusa uz upotrebu osnovnih <i>linking devices</i>
Broj bodova		2 <ul style="list-style-type: none"> ♦ djelimično odgovarajući registar i/ili ♦ ograničena upotreba riječi uz brojne/česte pravopisne greške (do 40%), uglavnom razumljivo 	2 <ul style="list-style-type: none"> ♦ upotreba standardnih jezičkih struktura uz povremene greške (do 30%), rijetko nerazumljiv 	0 <ul style="list-style-type: none"> ♦ nepovezanost na nivou teksta i pasusa

	Sadržaj	Leksika	Gramatika	Koherent. i kohez.
Broj bodova		<p style="text-align: center;">1</p> <ul style="list-style-type: none"> ♦ djelimično odgovarajući registar (do 50% odstupanja) i/ili ♦ veoma ograničen vokabular sa vrlo čestim greškama 	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> ♦ ograničena upotreba standardnih jezičkih struktura, povremena nerazumljivost uz brojne greške (do 50%) 	
Broj bodova		<p style="text-align: center;">0</p> <ul style="list-style-type: none"> ♦ veoma ograničen vokabular sa vrlo čestim greškama (više od 50%), često nerazumljivo ♦ upotreba neprimjerenih riječi 	<p style="text-align: center;">0</p> <ul style="list-style-type: none"> ♦ brojne greške (više od 50%), česta nerazumljivost 	
0 bodova				

Esej se ocjenjuje sa 0 bodova ako je:

- prazno/nema odgovora
- nije odgovoreno na zadatu temu
- upotrijebljeno manje od 50 riječi u sastavu na stručnom ispitu ili 60 riječi u sastavu na maturskom ispitu
- ako su korišćena nedozvoljena sredstva (mobilni telefon, prepisivanje)
- nerazumljivo
- nečitko
- nijedan zadati element nije prisutan
- upotreba neprimjerenih riječi

SLUŠANJE

Ključ

Zadatak 1

1. true 2. false 3. true 4. false 5. false

Zadatak 2

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

Zadatak 3

1. False 2. True 3. False 4. True 5. True

Zadatak 4

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

Zadatak 5

1. True 2. True 3. True 4. False 5. False 6. False

Zadatak 6

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

Zadatak 7

1. True 2. False 3. True 4. False 5. False

Zadatak 8

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

Zadatak 9

1.1.1 True 2. False 3. True 4. False 5. False

Zadatak 10

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

ČITANJE**Ključ****Višestruki izbor**

Zadatak 1 – *Gabriel's Gift*

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

Zadatak 2 – *The Enigma of Arrival*

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

Zadatak 3 – *Myself and I*

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

Zadatak 4 – *Down Under*

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

Zadatak 5 – *Aden*

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

Zadatak 6 – *Tilly*

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

Zadatak 7 – *A Life List Brings Focus*

1. 1 2. 3 3. 3 4. 2 5. 2 6. 1 7. 3 8. 2

Zadatak 8 – *Junk Food*

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

Zadatak 9 – *Why Save Endangered Species?*

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

Zadatak 10 – *Famine We Could Avoid*

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

Zadatak 11 – *Sleep*

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

Zadatak 12 – *Summerhill School*

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

Zadatak 13 – *From diapers to tennis skirts*

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

Zadatak 14 – *Perfect face dimensions measured*

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

Zadatak 15 – *Pupils forced to listen to Mozart*

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

Zadatak 16 – *Trains coming – masterpiece at risk?*

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

Zadatak 17 – *Making room for readers*

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

ZADACI POVEZIVANJA

Zadatak 18 – *The ape of things to come*

1. C 2. E 3. H 4. A 5. F 6. D 7. G

Zadatak 19 – Venture Trust

1. F 2. C 3. G 4. A 5. B 6. E

Zadatak 20 – When a Need to Work is Addictive

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

Zadatak 21 – For the Love of Libros in Cuba

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

Zadatak 22 – Lake Vostok

1. G 2. H 3. A 4. C 5. F 6. E 7. B

TAČNO/NETAČNO

Zadatak 23 – Exploring the World

1. False 2. True 3. True 4. True 5. False 6. True 7. False

Zadatak 24 CRYPTOPHASIA – Twin-Speak

1. True 2. False 3. False 4. True 5. False 6. True 7. True

LESIKA I GRAMATIKA

Ključ

CLOZE TEST ZATVORENOG TIPa

Zadatak 1 – Hanslip

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

Zadatak 2 – Cycling

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

Zadatak 3 – The Lord of the Rings

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

Zadatak 4 – West Country food

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

Zadatak 5 – Sydney

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

Zadatak 6 – Reality television

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

Zadatak 7 – Language at risk of dying out

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

Zadatak 8 – Poverty is on rise among school pupils

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

GAP-FILL

Zadatak 9 – Walking, Hiking and Trekking in Montenegro

1. have 2. to travel 3. was given 4. drew 5. (Iwas) living 6. had seen 7. lies

Zadatak 10 – Avatar: James Cameron rejects plagiarism claims

1. was accused/has been accused 2. written 3. appears
 4. had not seen 5. had accused 6. insists 7. wrote
 8. was influenced/had been influenced 9. was released 10. has already become

Zadatak 11 – Child Mobile Phone Addicts Get Treatment

1. were admitted 2. using 3. had been doing/were doing
 4. have used/are using 5. are learning/have been learning
 6. would need/needed 7. have been/are
 8. overuse 9. became 10. not to allow

Zadatak 12 – Cycling to India

1. left 2. want 3. would be 4. was cycling
 5. to charge 6. charges 7. crashing 8. are
 9. had first dreamed 10. was greeted

Zadatak 13 – Animal shelter's cash crisis

1. has looked 2. is struggling 3. has sold 4. are cared for
 5. would have been 6. nursing 7. had already lost
 8. was hooked 9. to take 10. eating

Zadatak 14 – Classrooms in cyberspace

1. got 2. was carried out 3. are learning 4. do
 5. called 6. has always been 7. was 8. are

Zadatak 15 – Nevidio

1. to call 2. were having 3. had never seen 4. spent
5. live/am living 6. haven't been 7. enjoy 8. am going to visit
-

Zadatak 16 – My escape to Alaska

1. flew 2. will/would never forget 3. looking 4. had left
5. built 6. taught 7. to keep 8. would/could find
-

Zadatak 17 – Cycling to India

1. left 2. want 3. would be 4. was cycling
5. to charge 6. charges 7. crashing 8. are
-

Zadatak 18 – Kim's letter

1. am/'m writing 2. has happened/happened 3. have been studying
4. was offered/have been offered 5. am/'m working
6. (have) travelled 7. went 8. am going to visit/am visiting
-

Zadatak 19 – Paternity rights ... and wrongs

1. will change 2. returns 3. can be taken 4. announced
5. introduced 6. to establish 7. use 8. establishing
9. were 10. says
-

GRADENJE RIJEČI

Zadatak 20 – Medical courses at UK and US universities

1. global 2. excellence 3. psychology 4. advisory 5. perform
-

SADRŽAJ

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