





## **ISPITNI KATALOG PRIPREMILI:**

**DR IGOR LAKIĆ**

Filološki fakultet, Univerzitet Crne Gore

**MR FADILA KAJEVIĆ**

Zavod za školstvo

**JADRANKA GRBOVIĆ**

JU Gimnazija „Slobodan Škerović”, Podgorica

**SANJA VUJOŠEVIĆ**

JU Gimnazija „Slobodan Škerović”, Podgorica

**MR NATAŠA BEŠOVIĆ**

JU Gimnazija „Slobodan Škerović”, Podgorica

**DUŠICA MARKOVIĆ**

Ispitni centar



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# 1.

## UVOD

Maturski ispit predstavlja standardizovanu eksternu provjeru usvojenosti neophodnih standarda znanja na kraju gimnazijskog obrazovanja.

Na osnovu Zakona o gimnaziji („Sl. list RCG“, br.64/02, 49/07 i „Sl. List CG“, br. 45/10, 39/13 i 47/17) i Pravilnika o načinu, postupku i vremenu polaganja maturskog ispita u gimnaziji („Sl. listCG“, 34/09, 19/10, 81/10, 60/11, 65/12, 50/13 i 43/19) maturski ispit se polaže eksterno. Stručne, razvojne, organizacione i administrativne poslove, vezane za realizaciju ispita obavlja Ispitni centar.

Provjeravaju se znanja, sposobnosti i vještine koje se zasnivajuna ključnim djelovima Predmetnog programa a treba da ih posjeduju učenici na kraju četvrtog razreda gimnazije.

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

Ispitni katalog prvenstveno je namijenjen učenicima i nastavnicima.



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

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

Na ispitu nije dozvoljeno:

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

# 2.

## PRAVILA

Ispitni ciljevi zasnovani su na jezičkim kompetencijama definisanim predmetnim programom.

#### **Lingvističke kompetencije:**

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

#### **Sociolingvističke kompetencije:**

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

#### **Diskursna kompetencija:**

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

#### **Poznavanje strategija rješavanja problema u komunikaciji:**

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

#### **Interkulturalna kompetencija:**

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

# 4.

## STRUKTURA ISPITA

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

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

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

# ISPITNI PROGRAM 5 SA PODRUČJIMA I CILJEVIMA

8

## 5.1. TEME

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





## 5.2. JEZIČKI SADRŽAJI

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

## PREPOSITIONS

- Place/position, direction, time, manner, agent,
- preceding nouns, following adjectives,

## VERBS

- Present simple: permanent states, scientific facts, narratives (a story, a joke, a plot, sports commentaries),
- Present continuous: an annoying habit (with *always, continually, constantly...*), states in a process of change,
- stative verbs: senses, emotions, mental processes, possession,
- stative and dynamic verbs: *be, expect, have, look, taste, think, see, smell, weigh,*
- Past simple: past routines, habits and states,
- Past continuous: to give a reason (often with *because*), to make a request or suggestion more polite or less direct,
- Present perfect: for past actions with present relevance, for recent actions, with superlatives, the continuative use, for actions which may be repeated in the future (with frequency adverbs and expressions such as *three/four/several times*), e.g. I've watched him on TV several times (i.e. and I expect to again), with future time reference in time clauses,
- Present perfect continuous: the continuative use, focus on the duration of a continuing action, explaining a present result (focus on the activity), for actions repeated an unspecified number of times up to the present moment (*Jade has been phoning Jim every night for the past week*),
- Past perfect
- narration: the use of the narrative tenses
- expressing futurity: *will/won't + V, be going to + V, Present simple,*
- Future continuous,
- imperative,
- question tags
- *I wish* (with present & past time reference),
- causative *have/get*
- passive voice,
- *used to/would*
- ability: present (*can, be able to*), past (*could, was/were able to*), future (*will be able to*)
- possibility: present (*may, might, could*), past (*could have, might/may have*), future (*will be able to*)

<p style="text-align: center;"><b>VERBS</b></p>	<ul style="list-style-type: none"> <li>• permission: present/future (<i>can, can't</i>), past (<i>allowed to</i>)</li> <li>• obligation: present (<i>have (got) to, must, need to, should, ought to</i>), past (<i>had to</i>), future (<i>will have to, will need to</i>),</li> <li>• necessity: present (<i>must, have to, need to</i>), past (<i>had to</i>), future (<i>will have to, will need to</i>),</li> <li>• prohibition: present (<i>must not, cannot</i>),</li> <li>• past criticism/regret: <i>should (not) have</i>,</li> <li>• absence of obligation or necessity: present (<i>do not have to, do not need to</i>), past (<i>did not have to, did not need to, need not have</i>), future (<i>will not have to, will not need to</i>)</li> <li>• advice/recommendation: present/future (<i>must, should, had better</i>),</li> <li>• logical deduction: present/future (<i>must, may/might(not), could not, cannot</i>), past (<i>must have, may/might(not) have, cannot have</i>),</li> <li>• offers: <i>will, shall, would</i>,</li> <li>• suggestions: <i>shall, would</i>,</li> <li>• requests: <i>will, would</i>,</li> <li>• <i>used to vs. be/get used to</i>,</li> <li>• infinitives: <i>types and functions</i>,</li> <li>• gerunds: <i>types and functions</i>,</li> </ul>
<p style="text-align: center;"><b>ADVERBS</b></p>	<ul style="list-style-type: none"> <li>• A wide range of adverbs/adverb phrases of: time (<i>instantly</i>), frequency (<i>constantly</i>), place (<i>nearby</i>), manner (<i>illegally</i>), degree (<i>extremely</i>), to indicate an attitude/viewpoint (<i>obviously, actually...</i>),</li> <li>• relative adverbs: <i>when, where, why</i>,</li> <li>• comparison of adverbs (<i>more slowly, faster</i>)</li> <li>• comparison of equality: <i>as +adv. + as</i> &amp; inequality: <i>not as/so + adv. + as</i> (<i>I'm not watching TV as often as I did.</i>),</li> <li>• <i>How + adjective + clause</i> (<i>How lucky you are to have such nice neighbours! How lovely to get your letter!</i>),</li> <li>• adverbs with the same form as adjectives,</li> <li>• the order of adverbs.</li> </ul>
<p style="text-align: center;"><b>CONJUNCTIONS</b></p>	<ul style="list-style-type: none"> <li>• Coordinating conjunctions: <i>and, but, as well as, or, either ...or, neither... nor</i></li> <li>• subordinating: including more complex ones to introduce clauses of time, place, condition (0, 1, 2, 3; e.g. <i>as long as, provided...</i>), purpose (<i>in order to/that, so that</i>), result (<i>so that, so ... that</i>), contrast (<i>although, even though, in spite of</i>), reason (e.g. <i>due to the fact that</i>), comparison/manner (e.g. <i>as though</i>).</li> </ul>

# 5.2. Jezički sadržaji

## WORD FORMATION

- Derivation,
- prefixes: *un-, in-, im-, il-, ir-, non-, dis-, re-, mis-, anti-, under-, over-, out-*,
- nouns (*-ion, -ment, -al, -er, -ee, -ist, -ess, -hood, -dom*),
- compound nouns (*newspaper, waiting-room, pocket money*), compound adjectives (*good-looking, well-known*)
- verbs (*-ize/-ise, -ify, -en*),
- adjectives (*-less, -ful, -ous, -ic, -y, -al, -able/-ible, -an*),
- adverbs (*-ly*),
- conversion (Noun-Verb, Verb-Noun, Noun-Adjective).

## SENTENCE LEVEL

- Affirmative sentences,
- negative sentences,
- questions: *yes/no* questions, *wh*-questions,
- nominal clauses: *that*-clauses (*I believe that everything happens for a reason.*),
- linking adverbs/devices (*therefore, furthermore, otherwise, however, generally, in addition...*) to show a relationship between two clauses or sentences,
- *neither... nor* for emphasis,
- *not only... but (also)* for focus,
- relative clauses: defining, non-defining,
- conditional sentences: 0, 1, 2, 3 ,
- adverbial clauses denoting: time, place,
- reported speech: statements, commands, requests, questions, embedded questions,



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

## SLUŠANJE

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

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

## ČITANJE

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

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

## UPOTREBA JEZIKA I LEKSIKA

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

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

## PISANJE

Učenik/ca je u stanju da:

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

Pri tome učenik/ca

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

## 1. SLUŠANJE

### SAVJETI

SVAKI TEKST SLUŠAĆETE DVA PUTA.

PRIJE PRVOG SLUŠANJA IMAĆETE DOVOLJNO VREMENA DA PROČITATE PITANJA. ZA VRIJEME PRVOG SLUŠANJA ODGOVORITE NA LAKŠA PITANJA. KOD DRUGOG SLUŠANJA ODGOVORITE NA PREOSTALA PITANJA.



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

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



TRUE FALSE

1. All four members of The Beatles were born after World War Two.

2. George Harrison's father hated rock'n'roll music.

Answer the questions.

3. Was Liverpool closed to new ideas and explain how?

.....

4. Why did Richard Starkey change his name?

.....

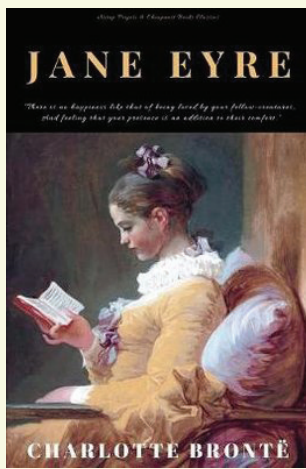
5. What differed Liverpool from many other cities in the United Kingdom in the 1950s?

.....

10 points

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

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



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

TRUE FALSE

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

**Answer the questions.**

4. What did Jane Eyre do after leaving school?

.....

.....

.....

5. Who did Jane marry?

.....

.....

15 points

## 2. ČITANJE

**2.1** Read the text below. For questions 1–6 choose the answer (A, B or C) which you think fits best according to the text. Write your answer to question 8 in the space provided.

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



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

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



there was a 9 camera recording everything, while 10.9 per cent said they could foresee a time when bodycams are compulsory.

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

*Adapted from The Independent*

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

12 points

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

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



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

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

### 7) The atmosphere

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

### 8) Personal development

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

Adapted from *The Independent*

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

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

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

#### 2. In Part 2, the writer

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

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

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

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

.....

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

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

#### 6. How does students’ diet change?

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

13 points

### 3. UPOTREBA JEZIKA I LEKSIKA

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

#### SOUTH AFRICAN SUPER-TELESCOPE REVEALS DISTANT GALAXIES AND BLACK HOLES



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

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

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

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

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

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

*10 points*

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



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

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

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

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

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

*10 points*

### 3.3 Write the correct form of the words in brackets.

# empower orphans

EMPATHY OPPORTUNITY EQUALITY

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

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

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

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

At nine-years-old, Neha decided to start her organization after an orphanage visit in India. As a nine-year-old who was starting a non-profit organization, her greatest challenge was to be taken (4) \_\_\_\_\_

(serious) by adults. So far she has been able to touch the lives of thousands of children and has gained international attention for her efforts.

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



<https://rizzarr.com>

5 points







## RJEŠENJE SA UPUTSTVOM ZA BODOVANJE

### 1. SLUŠANJE 25 bodova

#### 1.1

1. False *2 boda* 2. True *2 boda*
3. Yes, it was. There was a strong hippie movement among young people. *3 boda*
4. Because of the many rings he was wearing. *3 boda*
5. Ships brought something that other places didn't have or couldn't get – Rock'n'roll records from the us. *3 boda*

#### 1.2

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

### 2. ČITANJE 25 bodova

#### 2.1

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

#### 2.2

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

### 3. LEKSIKA I UPOTREBA JEZIKA 25 bodova

#### 3.1

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

#### 3.2

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

#### 3.3

1. important 2. succeed 3. education 4. seriously 5. speech *x 1 bod*

## 4. PISANJE UKUPNO 25 BODOVA

### KRITERIJUM ZA OCJENJIVANJE PISANJA IMEJLA/PISMA 10 BODOVA

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

# 6.2. Kriterijum za ocjenjivanje pisanja

## KRITERIJUM ZA OCJENJIVANJE PISANJA ESEJA 15 BODOVA

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

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

# 7

## LITERATURA ■

### OSNOVNA LITERATURA

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



