



ENGLISKI JEZIK
OSNOVNI NIVO
HEMA ZA BODOVANJE TESTA

LISTENING

1.1.
1.F 2.T 3.T 4.T 5.F 6.T 7.T 8.F

1.2.
1.B 2.A 3.B 4.B 5.B 6.C 7.A

READING

2.1
1.D 2.B 3.G 4.F 5.A 6.E EXTRA C

2.2
1.F 2.T 3.T 4.F 5.F 6.T

VOCABULARY AND GRAMMAR

3.1
1.B 2.C 3.D 4.C 5.D 6.C 7.B 8.A 9.B 10.A

3.2
1. were known
2. to divide
3. were arguing
4. are you fighting
5. have met
6. counting
7. didn't feel/wasn't feeling
8. heard
9. will share
10. had had

3.3
1. primary
2. intellectual
3. totally
4. activity
5. wisdom

LISTENING

1. James Cameron

I grew up on a steady diet of science fiction. In high school, I took a bus to school an hour each way every day. And I was always absorbed in a book, science fiction book, which took my mind to other worlds, and satisfied, in a narrative form, this insatiable sense of curiosity that I had.

And you know, that curiosity also manifested itself in the fact that whenever I wasn't in school I was out in the woods, hiking and taking "samples" -- frogs and snakes and bugs and pond water -- and bringing it back, looking at it under the microscope. You know, I was a real science geek. But it was all about trying to understand the world, understand the limits of possibility.

And my love of science fiction actually seemed mirrored in the world around me, because what was happening, this was in the late '60s, we were going to the moon, we were exploring the deep oceans. Jacques Cousteau was coming into our living rooms with his amazing specials that showed us animals and places and a wondrous world that we could never really have previously imagined. So, that seemed to resonate with the whole science fiction part of it.

And I was an artist. I could draw. I could paint. And I found that because there weren't video games and this saturation of CG movies and all of this imagery in the media landscape, I had to create these images in my head. You know, we all did, as kids having to read a book, and through the author's description, put something on the movie screen in our heads. And so, my response to this was to paint, to draw alien creatures, alien worlds, robots, spaceships, all that stuff. I was endlessly getting busted in math class doodling behind the textbook. That was -- the creativity had to find its outlet somehow.

And an interesting thing happened: The Jacques Cousteau shows actually got me very excited about the fact that there was an alien world right here on Earth. I might not really go to an alien world on a spaceship someday -- that seemed pretty darn unlikely. But that was a world I could really go to, right here on Earth, that was as rich and exotic as anything that I had imagined from reading these books.

So, I decided I was going to become a scuba diver at the age of 15. And the only problem with that was that I lived in a little village in Canada, 600 miles from the nearest ocean.

2 Frida Kahlo

Kahlo did not find immediate success as a painter. Rivera helped her meet many people. And after a time, she began to show her paintings in galleries. But many people did not take her seriously. They did not believe her art was there because of her skill. They believed she found success because her husband was famous. In 1938, Kahlo went to New York. She had her first solo exhibition. The gallery only displayed her paintings. But the news media did not treat her with respect. A writer for Time Magazine saw the exhibition. He said that Kahlo's paintings were weak. He did not like the bright colors. And he compared her paintings to ideas of a child.

But Kahlo was most famous in her native country, Mexico. This is partly because she used images from Mexican culture. For example, one of her paintings is called The Love Embrace of the Universe, the Earth (Mexico), Myself, Diego, and Señor Xolotl. The painting shows the universe as a mother. This woman holds Kahlo and Rivera in her arms. From those arms grow the plants of Mexico. The painting also shows Cihuacoatl holding her. Cihuacoatl is a goddess from Aztec stories. The Aztecs were one of the original peoples of Mexico. And Cihuacoatl was their mother goddess. By including Cihuacoatl, Kahlo shows a motherly love for her husband. But she also shows that her mother is Mexico. It is the thing that gives her life.

OSNOVNI NIVO

4.1 E-MAIL (50 - 100 riječi)

	4.1.1 Sadržaj	4.1.2 Leksika	4.1.3 Gramatika	4.1.4 Koherentnost i kohezija
	Ocjenjuje se da li: ♦ poruka odgovara temi ♦ prisutno svi zadati elementi ♦ odgovara forma	Ocjenjuje se ♦ formalno/neformalno obraćanje (registar) ♦ upotreba riječi, fraza, idioma; kolokacije ♦ pravopis (pravilno pisanje riječi, interpunkcija)	Ocjenjuje se pravilna upotreba jezičkih struktura na nivou ♦ oblika riječi ♦ fraza ♦ klauza ♦ rečenica	Ocjenjuje se ♦ cjelovitost teksta, ♦ upotreba riječi i sintagmi kojima se povezuju ideje
	2 ♦ tekst u potpunosti odgovara postavljenoj temi ♦ prisutna su svi zadati elementi	3 ♦ odgovarajući registar ♦ odgovarajući vokabular ♦ minimalne greške (do 2 ili 3)	3 ♦ prikladnost u upotrebi jezičkih struktura, mali broj grešaka	2 ♦ pasusi ♦ pozdrav
Broj bodova	1 ♦ tekst odgovara postavljenoj temi, prisutna 2-3 zadata elementa ♦ 20-30% teksta irelevantno za zadatak temu	2 ♦ uglavnom odgovarajući registar ♦ standardni izrazi i fraze/reprodukcija, greške pri upotrebi složenijeg jezika ♦ povremene greške u pisanju	2 ♦ upotreba standardnih jezičkih struktura uz povremene greške (do 30%), rijetko nerazumljiv	1 ♦ nema pasusa ♦ ili nema pozdrava
	Dodatni bod 1 Subject,	1 ♦ djelimično odgovarajući registar (do 50% odstupanja) ♦ ograničena upotreba riječi ♦ brojne/česte greške	1 ♦ ograničena uporeba standardnih jezičkih struktura, povremena nerazumljivost ♦ brojne greške (do 50%)	0 ♦ nepovezano
	0 prazno/nema odgovora ili nerazumljivo ili nečitko ili promašena tema ili nijedan zadati element nije prisutan ili upotrijebljeno manje od 45 riječi	0 ♦ djelimično odgovarajući registar (više od 50% odstupanja) ♦ ograničena upotreba riječi ♦ brojne/česte greške (više od 50%) ♦ upotreba neprimjerenih riječi	0 ♦ nerazumljivost ♦ brojne greške (više od 50%)	

	4.2.1 Sadržaj (2 boda)	4.2.2 Leksika (5 bodova)	4.2.3 Gramatika (5 bodova)	4.2.4 Koherent. i kohez. (2 boda)
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"> 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
	2 <ul style="list-style-type: none"> sastav u potpunosti odgovara postavljenoj temi ispunjeni zahtjevi (obrazloženje, primjer(i)..) 	5 <ul style="list-style-type: none"> Bogat rječnik uz minimalne greške 	5 <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 <ul style="list-style-type: none"> linking words
	1 <ul style="list-style-type: none"> sastav djelimično odgovara postavljenoj temi ili je polovina teksta irelevantna <u>ili</u> nedostaje 30-50% riječi 	4 <ul style="list-style-type: none"> Bogat rječnik uz povremene greške 	4 <ul style="list-style-type: none"> raznovrsnost i prikladnost u upotrebi jezičkih struktura, povremene greške 	1 <ul style="list-style-type: none"> dobra povezanost na nivou teksta ali NEMA PASUSA
	0 <p>prazno/nema odgovora <u>ili</u> nerazumljivo <u>ili</u> nečitko <u>ili</u> promašena tema <u>ili</u> nijedan zadati element nije prisutan <u>ili</u> upotrijebljeno manje od 60 riječi</p>	3 <ul style="list-style-type: none"> uglavnom odgovarajući vokabula, 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%) 	0 <ul style="list-style-type: none"> nepovezanost na nivou teksta i pasusa
		2 <ul style="list-style-type: none"> djelimično odgovarajući registar <u>i/ili</u> 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 	
		1 <ul style="list-style-type: none"> djelimično odgovarajući registar (do 50% odstupanja) <u>i/ili</u> veoma ograničen vokabular sa vrlo čestim greškama 	1 <ul style="list-style-type: none"> ograničena uporeba standardnih jezičkih struktura, povremena nerazumljivost uz brojne greške (do 50%) 	
		0 <ul style="list-style-type: none"> neodgovarajući registar <u>i/ili</u> veoma ograničen vokabular sa vrlo čestim greškama (više od 50%), često nerazumljivo upotreba neprimjerenih riječi 	0 <ul style="list-style-type: none"> brojne greške (više od 50%), česta nerazumljivost 	

VAŽNO!!!! Tekst koji je dobio 1 bod za kriterijum Sadržaj ne može dobiti više od 4 boda za kriterijume Vokabular i Gramatika

0 bodova

prazno/nema odgovora ili nerazumljivo ili nečitko ili promašena tema ili nijedan zadati element nije prisutan ili upotrijebljeno manje od 95 riječi ili upotreba neprikladnih riječi

