

# ENGLISKI JEZIK



EKSTERNA PROVJERA ZNANJA UČENIKA NA KRAJU III CIKLUSA OSNOVNE ŠKOLE

## UPUTSTVO

Test iz stranog jezika sastoji se od čitanja, leksike i gramatike i pisanja.

**Vrijeme rješavanja testa je 60 minuta.**

Dozvoljeni pribor su grafitna olovka i gumica, plava ili crna hemijska olovka.

**Priznaju se samo odgovori pisani hemijskom olovkom.**

Ukoliko pogriješite, prekrižite i odgovorite ponovo.

**Za vrijeme rada na testu nije dozvoljeno korišćenje rječnika i elektronskih uređaja.**

JUN, ŠKOLSKE 2024/2025. GODINE

ŠIFRA UČENIKA



**PRAZNA STRANA**

# 1. READING

1.1.

Read the extract carefully and do Tasks I and II.

## Task I

Three paragraphs (A, B and C) have been removed from the extract. Choose the paragraph which best completes each gap. Write the appropriate letters (A, B or C) on the lines provided.



(1) \_\_\_\_\_

Their mother looked so pale and exhausted that the girls found it very hard to keep their **resolution**. Meg's eyes kept filling in spite of herself; Jo was obliged to hide her face more than once; and the little girls wore a serious, troubled expression, as if sorrow was a new experience to them.

Nobody talked much, but as they sat waiting for the carriage, Mrs. March said to the girls: "Children, I leave you to Hannah's care and Mr. Laurence's protection. Don't **grieve** when I am gone, or think that you can comfort yourselves by being lazy and trying to forget. Go on with your work as usual, for work is a blessed comfort. Hope and keep busy; and whatever happens, remember that you never can be fatherless."

"Yes, mother."

"Meg, dear, be wise, watch over your sisters, consult Hannah, and, if the situation requires, go to Mr. Laurence. Be patient, Jo; write to me often, and be my brave girl, ready to help and cheer us all. Beth, comfort yourself with your music, and be faithful to the little home duties; and you, Amy, help all you can, be obedient, and keep happy safe at home."

"We will, mother! We will!"

(2) \_\_\_\_\_

Laurie and his grandfather came over to see Mrs. March off, and Mr. Brooke looked so strong and sensible and kind that the girls christened him "Mr. Greatheart" on the spot.

"Goodbye, my darlings! God bless and keep us all!" whispered Mrs. March, as she kissed one dear little face after the other, and hurried into the carriage.

(3) \_\_\_\_\_

*Adapted from: Little Women; Or, Meg, Jo, Beth, and Amy by Louisa May Alcott*

**The removed paragraphs are:**

- A.** As she rolled away, the sun came out. They saw it also, and smiled and waved their hands; and the last thing she **beheld** was the four bright faces, and behind them, like a body-guard, old Mr. Laurence, faithful Hannah, and devoted Laurie.
- B.** The rattle of an approaching carriage made them all stop and listen. That was the hard minute, but the girls stood it well: no one cried. They kissed their mother quietly and hold on to her tenderly.
- C.** In the cold gray dawn the sisters lit their lamp. They agreed to say goodbye cheerfully and hopefully, and send their mother on her journey without tears or complaints from them. Everything seemed very strange when they went down — so **dim** and quiet outside, so full of light and activity within. The big suitcase stood ready in the hall.

6 points

**Task II**

The words in the box were taken from the text *Little Women*. Find the words in the text – they are highlighted in bold type – and match them with the explanations given in the table below. Write the answers in the table. There is an example (0) at the beginning.

GRIEVE

~~BEHELD~~

DIM

RESOLUTION

0. saw	beheld
1. poorly lit, dark	
2. feel very sad about something	
3. a decision to do something	

3 points

## 1.2.

Read the text below about how teens benefit from helping others. For sentences 1–6, decide if each statement is true or false and put a tick (✓) in the appropriate box.

### HOW TEENS BENEFIT FROM HELPING OTHERS



Community service is a holiday tradition for many families. It's a positive way to embrace the spirit of the season and support our communities.

But did you know when parents encourage their children to volunteer, it not only helps others but can also benefit their children's mental health and well-being in significant ways, especially during their adolescent and teenage years?

One recent study investigating volunteerism listed the benefits of volunteerism that are commonly identified in the literature. The following are only three of these.

Being of service to others helps teens:

#### **IMPROVE THEIR MOOD**

Simply put, helping others feels good. When you volunteer, the body releases endorphins, hormones that create a sense of well-being – a phenomenon that is sometimes called a “helper's high.”

#### **LEARN EMPATHY**

Volunteerism teaches teens to look outside of themselves and appreciate the struggles other people experience. By focusing on the needs of someone else, unhealthy or negative thoughts may not feel as all-consuming. This alters a young person's perspective in a way that allows them to better cope with stress or other difficult feelings.

## BUILD SELF-ESTEEM

Helping others provides opportunities to develop skills and competency or take on a leadership role. Through pro-social activities, young people can achieve goals independently from their parents, feel accomplished and build confidence. Working with different types of people, in sometimes difficult circumstances, pushes them to step out of their comfort zone and take risks that they can feel proud of.

Over time, the research concludes, helping others can increase a young person's coping abilities, reduce depression and stress, support happiness, improve academic performance and strengthen social connections. Pro-social activities are also protective. Studies show that teens who are active in their community are less likely to use drugs or alcohol, skip or drop out of school or participate in criminal activity.

	TRUE	FALSE
1. Few families do community service during the holidays.	<input type="checkbox"/>	<input type="checkbox"/>
2. When you help others your body releases a chemical which improves your mood.	<input type="checkbox"/>	<input type="checkbox"/>
3. Teenagers can volunteer only with the presence of their parents.	<input type="checkbox"/>	<input type="checkbox"/>
4. Teenagers who volunteer learn new skills.	<input type="checkbox"/>	<input type="checkbox"/>
5. Teenagers always volunteer in a familiar environment with people they already know.	<input type="checkbox"/>	<input type="checkbox"/>
6. Volunteering can help teenagers stay away from bad habits.	<input type="checkbox"/>	<input type="checkbox"/>

6 points



## 2. VOCABULARY AND GRAMMAR

2.1.

Read the text carefully and fill in the missing letters in the incomplete words.

### Scottish People And Culture



Image: [https://t4.ftcdn.net/jpg/09/86/96/97/240\\_F\\_986969700\\_xdDnOfoXyqvLUNnL2hh8Yl0DwsLKQr4I.jpg](https://t4.ftcdn.net/jpg/09/86/96/97/240_F_986969700_xdDnOfoXyqvLUNnL2hh8Yl0DwsLKQr4I.jpg)

The Scots are a **n \_ t \_ \_ n (1)** of innovators. Throughout the **c \_ n \_ u \_ \_ \_ s (2)** Scottish people have brought us a huge range of new concepts, architectural techniques, **s \_ i \_ nt \_ \_ \_ c (3)** discoveries, **in \_ \_ \_ \_ \_ \_ s (4)** and more. Some of these wonderful things are the telephone, the television, tarmac, the steam **e \_ g \_ \_ e (5)**, anesthesia, penicillin, the pedal bicycle and the decimal point!

Scotland also has a strong history for producing influential writers, **inc \_ \_ \_ \_ \_ g (6)** the poet Robert Burns, JM Barrie, author of Peter Pan and Sir Conan Doyle, author of the Sherlock Holmes novels.

6 points



## 2.2.

Choose the best answer (A, B or C) to fill in the gaps.  
There is an example (0) at the beginning.

0. I find her very annoying. She \_\_\_\_\_ someone.
1. Anne: Does the little boy ride his bike to school every day?  
Bill: Yes, \_\_\_\_\_.
2. I'm so sorry I won't be able to join you – \_\_\_\_\_ my little brother swimming tomorrow morning.
3. Amelia: When \_\_\_\_\_ these shoes?  
Evelyn: I got them as a birthday present last month.
4. In summer we normally set the garden table for breakfast, but that morning \_\_\_\_\_ heavily and we had to have our breakfast in the kitchen.
5. We aren't ready to go – we \_\_\_\_\_ our rucksacks yet.

- |                                   |                            |                       |
|-----------------------------------|----------------------------|-----------------------|
| 0. <b>A</b> is always criticizing | <b>B</b> always criticizes | <b>C</b> will buy     |
| 1. <b>A</b> he does               | <b>B</b> he rides          | <b>C</b> he ride      |
| 2. <b>A</b> I take                | <b>B</b> I'm taking        | <b>C</b> I could take |
| 3. <b>A</b> you bought            | <b>B</b> have you bought   | <b>C</b> did you buy  |
| 4. <b>A</b> has rained            | <b>B</b> was raining       | <b>C</b> used to rain |
| 5. <b>A</b> aren't packed         | <b>B</b> haven't packed    | <b>C</b> didn't pack  |

5 points

## 2.3

Complete the second sentence so that it has a similar meaning to the first sentence, using the words given. Do not change the words given.

### Example:

- (0) Can I have a piece of cake after I've eaten all of my vegetables?

**HAVE**

May I have a piece of cake after I've eaten all of my vegetables?

1. Would you like me to take the children to the theatre?

**SHALL**

\_\_\_\_\_ the children to the theatre?

2. Tidy your desk right away and we'll go horse riding.

**IF**

\_\_\_\_\_ right away, we'll go horse riding.

3. My grandfather bought this piece of land.

**BY**

This piece of land \_\_\_\_\_ my grandfather.

4. Where did he leave the boat?

**DO**

\_\_\_\_\_ you know \_\_\_\_\_ the boat?

### 3. WRITING

**Think of and write about what you often or always do on Saturday mornings, afternoons and evenings.**

**Write 40-100 words.**

## What I do on Saturdays

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

15 points

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Lined writing area with horizontal lines.

## CONCEPT

Blank lined paper for writing.

[illegible]







## POPUNJAVA KOMISIJA ZA OCJENJIVANJE

Ukupan broj osvojenih bodova na testu: \_\_\_\_\_

Ocjena: \_\_\_\_\_

**KOMISIJA:**

\_\_\_\_\_  
\_\_\_\_\_

**GLAVNI OCJENJIVAČ:**

\_\_\_\_\_

Dana \_\_\_\_\_ 20\_\_\_\_. godine