

**EKSTERNA MATURA  
ZA UČENIKE**

**GIMNAZIJA**

***VODIČ ZA POLAGANJE ISPITA IZ PREDMETA***

***ENGLISKI JEZIK***

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## UVOD

**Vodič** za polaganje eksterne mature (predmet Engleski jezik) za gimnazije i **Vodič** za polaganje eksterne mature (predmet Engleski jezik) za srednje škole za stručno obrazovanje i obuku zasnovani su na nastavnim planovima i programima za gimnazije i srednje škole za stručno obrazovanje i obuku Kantona Sarajevo. Eksterna matura će se provoditi u okviru pilot-projekta planiranog za školsku 2015/2016. godinu u javnim srednjim školama na području Kantona Sarajevo. Ispitna pitanja odabrana su iz udžbenika koje je odobrilo Federalno ministarstvo obrazovanja i nauke. Eksterna matura za predmet Engleski jezik će se provoditi u skladu sa preporukama koje su navedene u Uputstvu za testiranje.

### 1. OPĆI CILJEVI ISPITA

Ishodi znanja u kontekstu učenja engleskog kao stranog jezika, i drugih stranih jezika ovisno o broju nastavnih sati i početka učenja stranog jezika, jasno i precizno su definirani. Uvođenjem eksterne mature za srednje škole nastoji se standardizirati okvir unutar kojeg učenici srednjih škola razvijaju i dostižu zajednički skup znanja i vještina. Pri tome je važno istaći da se radi o procesu u kojem se ne usvajaju samo jezičke strukture na engleskom kao prvom stranom jeziku (gramatika, vokabular, slušanje, čitanje, pisanje i kritičko promišljanje), već i druge kompetencije potrebne za uspješno snalaženje na tržištu rada.

Prema uputama iz ovog **Vodiča**, cilj izvođenja nastave iz engleskog jezika kao prvog stranog jezika je dostizanje nivoa znanja **B2** za učenike gimnazije. Ispitni ciljevi su zasnovani na jezičkim kompetencijama definiranim Nastavnim planom i programom za gimnazije Kantona Sarajevo.

Polazna osnova za izradu **Vodiča** za eksternu maturu za učenike gimnazija za predmet Engleski jezik su:

1. *Zajednička jezgra nastavnih planova i programa za strane jezike definirana na ishodima učenja* (ZJNPP, 2014.) kojeg je izradila Agencija za predškolsko, osnovno i srednje obrazovanje po uzoru na *Zajednički evropski referentni okvir za jezike* (ZEROJ) s ciljem definiranja jasnih, mjerljivih i konkretnih ishoda znanja;

2. *Vodič za polaganje eksterne mature za učenike osnovne škole – Engleski jezik* (2014.).

## 1.1. OBLASTI DEFINIRANE NA ISHODIMA ZNANJA

Ovaj ispitni **Vodič** namijenjen je učenicima i profesorima engleskog jezika u srednjim školama Kantona Sarajevo te opisuje ispit iz predmeta Engleski jezik (prvi strani jezik) za *gimnazije*. Upotreba odgovarajućeg gramatičkog oblika, razumijevanje teksta ili audio-zapisa, te postizanje funkcionalne jezičke pismenosti testirat će se iz korpusa zajedničkih tema prema Nastavnom planu i programu za srednje škole Kantona Sarajevo:

*porodica, prijatelji i slobodno vrijeme, sportovi, hrana i odjeća, moda, obrazovanje, engleski jezik kao lingua franca, savremena zanimanja (profesije i planovi za budućnost), zdravlje, turizam, putovanja i prevozna sredstva, kultura i umjetnost, naučna otkrića i izumi, moderna tehnologija i računari, zaštita okoliša, globalizacija, konzumerizam, običaji u Bosni i Hercegovini i svijetu (stereotipi), život mladih i promjene u društvu, mediji i društvene mreže, računari.*

OBLAST	ISHODI
1. SLUŠANJE I RAZUMIJEVANJE SLUŠANOG	<ul style="list-style-type: none"><li>✓ razlikuje značenja smislenih jedinica i sadržaja</li><li>✓ analizira informacije i poruke iz sadržaja</li><li>✓ analizira informacije i poruke iz sadržaja s ciljem donošenja zaključaka</li></ul>
2. ČITANJE I RAZUMIJEVANJE PROČITANOG	<ul style="list-style-type: none"><li>✓ procjenjuje složene informacije i sadržaje iz teksta</li><li>✓ oblikuje mišljenje i zauzima stavove na osnovu informacija i sadržaja teksta</li><li>✓ razumije tekstove sa jezičkog, društvenog i kulturološkog aspekta zemlje stranog jezika</li></ul>
3. VOKABULAR	<ul style="list-style-type: none"><li>✓ analizira informacije i poruke iz sadržaja s ciljem upotrebe odgovarajućeg oblika riječi</li><li>✓ analizira informacije i poruke iz sadržaja s ciljem upotrebe odgovarajuće riječi</li></ul>
4. PISANJE I PISMENO SPORAZUMIJEVANJE	<ul style="list-style-type: none"><li>✓ dopunjava i transformira tekst u kojem će primijeniti pravila interpunkcije i pravopisa</li><li>✓ bira lekseme koji odgovaraju registru</li><li>✓ prepoznaje stil / žanr</li><li>✓ transformira proste rečenice u složene</li></ul>

## 5. GRAMATIKA

- ✓ analizira informacije i poruke iz sadržaja s ciljem upotrebe odgovarajućeg glagolskog oblika
- ✓ transformira rečenične konstrukcije u rečenične konstrukcije istog ili sličnog značenja
- ✓ analizira sadržaj i bira gramatičan niz

Iz oblasti 3. i 5. testirat će se sljedeći sadržaji preuzeti iz postojećeg Nastavnog plana i programa za gimnazije Kantona Sarajevo:

- član (upotreba i izostavljanje), kvantifikatori (*some, any, many, a lot of, few, a few, little, a little*), brojevi (razlomci, decimali, postotak), imenice (rod i broj, složene imenice, isti oblik jednine i množine, imenice koje se upotrebljavaju samo u jednini i množini, množina imenica stranog porijekla);
- prisvojni padež za označavanje vremena, prostora, količine;
- zamjenice (lične, pokazne, prisvojne, odnosne, upitne, povratne, neodređene, neodređena zamjenica *one, ones*);
- pridjevi (prisvojni, pokazni, prefiksacija i sufiksacija), prilozi (prilozi za način, mjesto, vrijeme, učestalost, stepen, tvorba priloga, prefiksacija i sufiksacija), prijedlozi;
- veznici (u sastavnim, rastavnim, isključnim, zaključnim i suprotnim rečenicama: *because, as, since, for, therefore, consequently, but, although, yet, even if / though, nevertheless, however, so...that, in order to, despite of, in spite of*);
- glagoli i glagolska vremena: *Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous, Future Tense* (razlika u upotrebi oblika *will* i *going to* za izražavanje budućnosti i sadašnjeg vremena za izražavanje budućnosti), *Future Perfect, Future Continuous, Passive Voice, Reported Speech* (glavna rečenica u sadašnjem i prošlom vremenu);
- glagolski modeli (glagol+infinitiv, glagol+ing);
- pomoćni glagoli (*be, do, have*), *causative have*, modalni glagoli obaveze i dopuštanja (*can, have to, allow to, must, mustn't, should*), modalni glagoli izražavanja vjerovatnoće u sadašnjosti i prošlosti (*can, could, may, might, should, must, can't*);
- prefiksacija i sufiksacija, upotreba riječi u kontekstu, idiomi i kolokacije iz poznatih tema sa kojima su se učenici dobro upoznali tokom pohađanja sati engleskog kao prvog stranog jezika (*verb+adverb, adjective+noun, prepositions+noun, verb+adjective, verb+noun*);
- tipovi rečenica: namjerne (iskazane infinitivom i veznicima *in order to* i *so that*, pogodbene (tip 0, 1, 2, i 3, *mixed conditionals*), odnosne (restriktivne i nerestriktivne), vremenske, uzročne, zaključne, dopusne, suprotne, posljedične; interpunkcija (veliko i malo slovo, upotreba navodnika, tačke, zareza).

Oblast **Govor i usmena komunikacija** se neće testirati iz tehničkih razloga.

## 1.2. STRUKTURA TESTA

Svaka oblast bodovana je na način prikazan u donjoj tabeli. Tabela također opisuje strukturu testa i broj zadataka za svaku oblast:

OBLAST	BROJ ZADATAKA	BROJ PITANJA	BODOVI /PITANJE	BODOVI /ZADATAK
1. LISTENING	1	4	0.50	2
2. READING	1	4	0.50	2
3. VOCABULARY	2	4	0.50	2
4. GRAMMAR	2	6	0.50	3
5. WRITING	1	2	0.50	1
<b>UKUPNO ZADATAKA:</b>	<b>7</b>			
<b>UKUPNO BODOVA:</b>	<b>10</b>			

## 2. TIPOVI ZADATAKA SA PRIMJERIMA

### 2.1. LISTENING

#### EXAMPLE 1

You are going to hear three people talking about going to university. Listen and match the speakers 1–3 with the statements A–D. There is one extra statement you do not need (indicate which one by writing NI (*no information*) on the line.

- |  |                    |
|--|--------------------|
| <b>A</b> This speaker is happy with his/her decision for the moment. | Speaker: <u>2</u>  |
| <b>B</b> This speaker changed his/her attitude to studying.          | Speaker: <u>1</u>  |
| <b>C</b> This speaker is copying a family member.                    | Speaker: <u>NI</u> |
| <b>D</b> This speaker is now doing what he/she always wanted.        | Speaker: <u>3</u>  |

#### TAPESCRIPT

**Speaker 1:** *When I was at school I never thought I could go to university. I certainly wasn't the best student. I was the student who always handed in assignments late and failed all the class tests. I much preferred playing on my computer to doing my homework. But in my last year I started to concentrate more and I got good grades in my final exams. So, here I am at uni. I think it was a shock to my parents too. They thought my career was going to be working in a supermarket!*

**Speaker 2:** *In my school the teachers expected most of us to go to university, but I wasn't really sure that it was the right thing for me. Some of my friends decided not to apply for uni because they were tired of studying. They've got jobs now. But my parents wanted me to go because they think it's the best way to get a good job. I'm not sure if I agree with them. One of my friends has got a very good job and she didn't go to uni. Anyway, they persuaded me to try university. It's always possible to leave if I don't think it's the right thing to do. But so far I think it's brilliant and I'm having the time of my life!*

**Speaker 3:** *My dream has always been to be a teacher. I know it sounds strange! Most children think teaching is the worst possible profession. But not me. Well, I've known that the only way for me to become a teacher is to go to university. Luckily, I've never had problems with my grades and assignments and things, so I passed all my exams first time – no results. My English teacher wanted me to apply for Cambridge University because he thinks it's the best. But I get homesick and I didn't want to leave my family. So, I decided to go to a local university. Now I'm here, I'm loving it – the work, the people. It's worth all the hard work.*

## EXAMPLE 2

You are going to hear part of a radio programme. Listen and decide if the statements are true (T) or false (F).

- 1 The presenter mentions two previous TV reality shows about business. **T**
- 2 The current game show is about children in the USA. **F**
- 3 The children had to be over 14 to take part in the show. **F**
- 4 There were three teams in each episode. **F**

### TAPESCRIPT

#### P=Presenter

**P:** Many of today's children and students will eventually have careers in business in one way or another. The need for specific skills and a sharp competitive instinct will be vital for them to become successful and this has been the basis of many reality TV shows over the last few years. In particular *The Apprentice* and *Junior Apprentice* have proved very popular. In these shows, several competitors were put in teams and given business-type challenges to see which team could make the most profit. *The Apprentice* had teams of adults and *Junior Apprentice*, as its name suggests, had younger competitors. On TV recently we have been able to watch teams of competitive youngsters take part in a series of challenges in a series called *Trade Your Way to the USA*. On the programme today we have *Martin Manners* to talk to us about the programme. Hello, Martin.

**Martin:** Hi there.

**P:** So, firstly, can you explain to our listeners what the series is all about?

**Martin:** Sure. It's basically a competition; a game show for children but with a focus on business skills and it was open to young people at schools all over England. We had over 1,000 applicants. Eventually we chose 14 teams with three children in each. That meant 42 children altogether, aged between 11 and 14. We gave them different challenges and each episode shows two different teams fighting against each other. The winners of these episodes went into the semi finals and then the best two teams competed in the grand final.

**P:** And what sort of skills did these children need to have?

**Martin:** Well, each challenge was about making the most profit. The children had to work in a team and be involved in buying and selling. They had to show that they were good with figures and that they could negotiate, you know, get things at the best price and then sell them to the public to get the most money.

**P:** Don't you think it's a bit early to get children involved in the world of business? These are only 11 to 14 year olds.

**Martin:** Not at all! These children are very bright and most of those who took part in the competition will probably become businessmen and women in the future. They're already very good at buying and selling. They sell toys and unwanted presents in the school playground. These are the entrepreneurs of the future. The programme is fascinating because it shows how good these kids are. It also encourages other young people to think about a career in business. It's an excellent show.

**P:** And just why is it called *Trade Your Way to the USA*?

**Martin:** That's because the finalists' last challenge is in New York.

**P:** And can you tell us what that challenge was?

**Martin:** Sorry, you'll have to watch later this week to find out.



### EXAMPLE 3

Listen to the story and underline the correct answers.

- 1 In 1867:
  - a) The New York Herald published a hoax story.
  - b) **James Bennett took over The New York Herald.**
  - c) The New York Herald financed an expedition.
  
- 2 When people realised that the story was untrue, many of them:
  - a) **thought that James Bennett was responsible.**
  - b) knew that it was Thomas Connery's idea.
  - c) blamed the writer, Joseph Clarke.
  
- 3 People could have discovered that the story was untrue if:
  - a) **they had read the message at the end of the story.**
  - b) they had understood the headline.
  - c) they had read that day's The New York Times.
  
- 4 When people complained about the story, The New York Herald:
  - a) apologised and promised not to write any more hoax stories.
  - b) sacked the writer responsible.
  - c) **said that it had been a warning.**

### TAPESCRIPT

**Woman:** In 1874, one of the most famous hoaxes of the nineteenth century took place in the pages of The New York Herald, one of the most important newspapers in the country at that time.

James Bennett had taken over the newspaper in 1867 and was determined to make the paper even more popular and influential. One way he did this was to finance important expeditions at the time such as when Henry Stanley travelled to Africa in 1869 in order to find David Livingstone the explorer

According to some reports, Bennett liked to tell people that his paper was so important that he could control the people of New York, so many of them said that the hoax was his idea.

However, nearly thirty years later, in 1893, Thomas Connery finally admitted that he had made up the story. He said that, in 1873, he had seen a leopard nearly escape from Central Park Zoo. His first idea was to write a truthful article about the event but then he had a better idea. He asked a journalist at the paper, Joseph Clarke, to write a story about an escape of dangerous animals from the zoo.

The story appeared on November 9<sup>th</sup> 1874. It said that twenty people had been killed and two hundred injured. Although the story finished by saying that everything was untrue, the story was so long that many people hadn't read to the end. Almost the whole population of the city remained indoors.

The next day, The New York Times criticised The Herald for causing so much panic. The New York Herald refused to apologise and said that the cages in the Central Park Zoo were in such bad condition that, while the story was untrue, the events could well happen in the future.

## 2.2. READING

### EXAMPLE 1

Read the article and choose the correct sentences A–E to fill the gaps. There is one sentence you do not need.

- A However, supporters believe that we should trust the students.
- B In some schools, the need to use reference books has mainly been replaced by easy access to information online.
- C The rules say that they can go on any website they wish.
- D Students themselves are aware of the possible accusations of cheating.
- E Unsurprisingly, this is causing a fair amount of controversy.

Technology plays a large part in the lives of most students today. More and more students have their own computers at home or even laptops, so that they can do online research for projects and assignments. Handwritten essays are also becoming a thing of the past. Many schools equip their classrooms with computers for use during lessons, and students are expected to be computer literate at an early age. **(1)** \_\_\_\_\_ Therefore, school libraries are no longer as necessary as they once were. The world of learning is changing quickly and dramatically. But how far can technology go in education? Will teachers still be necessary in ten or 20 years' time? Or will online teaching be the norm? Now, there's a thought!

In Denmark, the government is taking the use of computers in schools one step further. Computers are now being used in the exam room itself. **(2)** \_\_\_\_\_ Using computers in exams is not completely new for Danish students. They have been able to type up their exam essays on computers instead of writing them by hand for several years. However, now, under a new scheme, students in exams are allowed complete access to the Internet. **(3)** \_\_\_\_\_ The only thing they cannot do is communicate with anyone else online. So, no emailing or messaging while in the exam room.

Opponents to the idea believe that using computers like this in exams opens the door to cheating. They say it is impossible to monitor the sites the students visit or any contact they may make with friends outside the exam room or even other students in the same exam. **(4)** \_\_\_\_\_ They point out that exams these days are no longer about remembering facts and figures. They are about analysing things. Examination questions these days do not usually ask about when, who or what. They ask why and how. It's hard to cheat using the Internet on questions like this.

Surely, computers are such an important part of the learning process today that it seems a natural step to use them in exams? For those worried about cheating, it's important to remember that in exams the students are under a lot of pressure and have to do a lot of things in a very short time. There isn't really a lot of time to cheat. Perhaps computer use in exams will become standard procedure in a few years' time. What do you think? We'd love to hear your views. Post a comment on our website.

- 1 B
- 2 E
- 3 C
- 4 A

## EXAMPLE 2

Read the texts about different students' plans for a career in writing. For questions 1–4 choose from the students A–D.

### A Katy Parker

People are always asking me what I'm going to do in the future and until now I haven't really known how to reply. It's difficult to explain that I think my future lies in writing. When I first mentioned it to my parents, they didn't laugh but they acted as though it was something I would grow out of, and they were confident that I'd get a 'proper' job eventually. But I've always been serious about being a writer. I just love the English language and I've been a keen reader since the age of five. I've done a lot of short stories and some have been printed in magazines. What I'd really like to do is write thrillers. I know that sounds crazy, and many people don't think thrillers are real books at all. But I love a good puzzle, so that's what I say now. I'm going to be a thriller writer. Then I wait to see the expressions on people's faces.

### B Giles Branson

My dad and my uncle were both journalists and wrote for Sunday newspapers. We always had people in the house who were connected to newspapers and news, and I grew up with their conversations in the background. It must have rubbed off on me because I desperately want to follow in dad's footsteps and become a journalist too. I don't think I'd like to do exactly the same as he did – he was a political journalist, because I'm not that serious about politics but I'd like to travel and maybe write reports from different places in other countries. I can see myself writing about environmental problems in Australia or the Sahara or somewhere like that.

### C Terry Barnes

When you're a kid, you have no real idea of what you're going to be doing in the future. You might have a dream of being a famous footballer or actress or even a princess (that was my younger sister's strong belief!). But most people don't really know the sort of person they're going to be, so how they can decide on a future career at a young age is tricky. I went through secondary school thinking I was going to be a vet, looking after animals, but then I discovered that I wasn't that keen on cutting up insects, let alone operating on dogs or horses! So, that idea didn't work out. It was only last summer, the summer before I left secondary school, that I suddenly knew what I wanted to do, and that was to become a writer. I've always done drama in my spare time and I suddenly realised that I was pretty good at writing dialogue. So, next term I'm going to start a screen writing course. With luck, one day I'll be writing the soaps and dramas you watch on TV!

### D Sarah Turner

We had a creative writing course at my secondary school in our last year, and I went on it because I've liked writing for a long time. I always wrote diaries when I was younger and I also used to write short, funny stories for the other kids in my class to read, and that was at primary school! But it soon became quite clear that I was not going to be the next great English novelist. I'm just not patient enough and I don't think I've got the skill to write complex books. But I am clever with words, so I'm going to go into the advertising world, writing adverts. What you need in that job is to write things that are catchy but short and funny. I think it's just the right profession for me because there will be lots of variety and I'll be working in a busy, fast-moving world. Somehow, I don't see myself being isolated, writing chapter after chapter. That's not really me at all. But I'm glad I went on the course because it showed us all sorts of jobs involving writing, which is why I've made this decision.

- 1 Which person believes his/her choice of career was influenced by his/her upbringing? **B**
- 2 Which person has chosen a career because of a hobby? **C**
- 3 Which person has already had some success with his/her writing? **A**
- 4 Which person wants a job working with a lot of people? **D**

### EXAMPLE 3

Read a review of a new film. Choose the correct alternatives to complete the sentences.

The camera focuses on a single shoe, a child's shoe, which is lying in the middle of an empty road. It casts a shadow on the tarmac. We can feel the intensity of the sun and its glare. Could the shoe have been flung from a car window or perhaps thrown by an angry toddler from the pavement? Who knows? We don't, not yet. The camera gets closer, and we can see that there are spots of red on the toe of the shoe, blood. Then we realise that what we thought was shadow on the road is something different. The colour changes from deep purple to dark red. We start to feel the tension. The camera widens its focus and we understand that the street is completely empty. There is no one on the pavement. The shop doors stand open, but nothing moves, not even an old crisp bag or a leaf in the breeze. And then the silence hits us, total absence of sound, and we shiver. This is how Sam Pickering's new disaster movie opens, and the shivers don't stop there; the film is packed full of very scary moments. In my opinion, this is a very special film, and I'm going to use a word that doesn't figure often in my vocabulary. I think it's a masterpiece.

The effect of this amazing film depends on shock and surprise, so I do not intend to say much more about the plot beyond the fact that it is very clever and very, very frightening. I'm not the sort of person who suffers from nightmares but I must admit after seeing *Final*, my sleep was uneasy for several nights. Pickering manages to touch us in all the most sensitive places and plays on our deepest fears. I defy anyone to leave the cinema with a smile on their faces. It's definitely not a feel-good film.

*Final* benefits from having a superb cast, led by Oscar® winner Brian Sneddon as the retired police captain and Faye Hunter as his troubled teenage daughter. There is a particularly tender scene between the two of them after the death of Brian's wife, Zena. However, for me, the biggest pull of the film is the use of advanced special effects. I cannot praise them enough. They are clever, magical, memorable and, most importantly, used in a way that carries the message of the film forward, not, as happens so often these days, an added extra. Through the camera's eyes we see the power and majesty of nature from the depth of a tsunami to drought-besieged deserts, and yet this still cannot match the destructive power of man. Do not wait to see this film on DVD. It demands to be seen on the big screen, and if it doesn't claim a whole shelf of awards this coming year, I shall walk barefoot through the desert. No, on second thoughts, considering the subject matter of the film, maybe not! But seriously, this is one film NOT to be missed. It's an education, a visual feast and a true masterpiece

- 1 The shoe in the first scene of the film is unusual because of
  - a) its position.
  - b) its appearance.**
  - c) its age.
- 2 The writer will not tell us the plot because
  - a) it is too violent.
  - b) it would spoil the experience of watching the film.**
  - c) it would give us bad dreams.
- 3 The opening scene is scary because
  - a) of the strange weather conditions.
  - b) the sound of rustling paper is the only thing you can hear.
  - c) of the lack of movement.**
- 4 The writer of the review
  - a) plans to visit the location of the film.
  - b) recommends getting the DVD as soon as possible.
  - c) predicts that the film will win several prizes.**

#### EXAMPLE 4

Read the article and match the titles (1-4) with the paragraphs (A-D).

1 Extinction

2 Falling Numbers

3 Fame!

4 Recent Threats

#### LONESOME MALE OF THE GALAPAGOS

**A**

Celebrity is not usually a characteristic associated with middle-aged giant tortoises from the Galapagos Islands. However, few have been so influenced by humanity as Lonesome George. Fame came to George in 1971 when he was discovered on the tiny uninhabited island of Pinta. He is known to be the last surviving member of his sub-species but it is hoped that George will pass on his genes to a new generation.

A	3
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**B**

The numbers of Galapagos tortoises are said to have begun their decline when it was realised that they could supply excellent fresh meat for passing ships, because they were known to be able to survive for six months without food and water. Nevertheless, it was the effect of the goats introduced to the Galapagos by the early settlers that are understood to have destroyed the ecological balance on the islands and the livelihood of George's clan.

B	2
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**C**

Recently, there was another threat when the tanker Jessica ran aground near the islands. It is believed to have leaked almost a million litres of oil into the sea. At first, it was feared that the islands' main unique species would be damaged, but the archipelago is expected to make a full recovery.

C	4
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**D**

By the time George was discovered, breeding programmes were known to be increasing the numbers of other tortoise sub-species, but it was acknowledged that his case was different. Unless a mate could be found, his group faced extinction. George was taken to the Charles Darwin Research Centre on Santa Cruz island. Thirty years later the last *Geochelone elephantopus abingdoni* is as lonesome as ever.

D	1
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## 2.3. VOCABULARY

### EXAMPLE 1

Complete the sentences with one word in each gap. The first letter of the word is given.

- 1 The doctor listened to my heart rate and said it was a little too fast.
- 2 The speed limit here is 30 kph.

### EXAMPLE 2

Complete the sentences with the correct form of the words in brackets.

- 1 The most amazing thing about this old castle is the thickness (thick) of its walls.
- 2 If we don't voice our disapproval (approve), nothing will change.

### EXAMPLE 3

Underline the correct words to complete the sentences.

- 1 I waited ages for a bus but *at the end* / *in the end* I gave up and walked.
- 2 First, I went to the bank. Then I bought some stamps. *Finally* / *At last*, I posted the letter.

### EXAMPLE 4

Underline the correct answer to complete the sentences.

- 1 We were late \_\_\_\_\_ of an accident.  
a) due                      b) since                      c) because
- 2 I am very health conscious \_\_\_\_\_ my brother doesn't worry about health at all.  
a) As                      b) whereas                      c) nevertheless

## 2.4. GRAMMAR

### EXAMPLE 1

Complete the sentences with the correct form of the verbs given.

- 1 I **have been** (be) at uni for six months now.
- 2 Are you used **to living** (live) in a country which has real, cold winters?
- 3 He won't ride a motorbike again unless the bank **agrees** (agree) to lend him the money for a new one.

### EXAMPLE 2

Underline the correct alternatives to complete the text.

In my first year at uni I **1** \_\_\_\_\_ in a hall of residence because my home is two hundred miles away. I was a bit worried about living with so many students at the beginning, but it was great fun, and I made a lot of new friends. Then one evening at a party, I was talking to a couple of students who were on the same course as me, and they suggested sharing a flat together in our second year.

We went **2** \_\_\_\_\_ at a place together, and it was fantastic. It even had a garden and a cat! So, last month we moved in and now we have been here for five months. We haven't had any arguments yet.

I **3** \_\_\_\_\_ happier. I'm glad I was in the halls of residence in my first year but I think two years would be too long. Now I have good company when I want it and I'm independent too. So, I have the best of both worlds.

- |                   |                      |                           |
|-------------------|----------------------|---------------------------|
| a) have stayed    | b) have been staying | c) <b>stayed</b>          |
| a) <b>to look</b> | b) looking           | c) look                   |
| a) was never      | b) was never being   | c) <b>have never been</b> |

### EXAMPLE 3

Rewrite the sentences below so that they contain zero mistakes. If the sentence is correct write *correct* on the line.

- 1 The teacher told us to stop to write before I had finished.

***The teacher told us to stop writing before I had finished.***

- 2 I'll never forget seeing the Killers perform on stage.

***Correct.***

- 3 If the warning had been in time, there would been less damage.

***If the warning had been in time, there would have been less damage.***

#### EXAMPLE 4

Underline the correct alternatives to complete the sentences.

- 1 You *mustn't* / **don't have to** wait for an appointment with the bank manager. You can go in and ask to see him.
- 2 Why do I earn **less** / *fewer* money than anyone else?
- 3 It is up **to** / *onto* all of us to make this world a better place.

#### EXAMPLE 5

Rewrite the sentences using the word(s) given. Do not change the word(s) given.

- 1 I was cold last night because I turned the heating off.

**BEEN**

Possible correct answers:

***If I hadn't turned the heating off, I wouldn't have been cold last night.***

***I wouldn't have been cold last night if I hadn't turned the heating off.***

- 2 I would like a reduction in the price plus a formal apology.

**NOT ONLY**

Possible correct answers:

***Not only would I like a reduction in the price but I would like a formal apology too.***

***Not only would I like a reduction in the price but a formal apology too.***

***Not only would I like a reduction in the price but also a formal apology.***

- 3 We gave up the idea of a protest march and organized a rally.

**INSTEAD OF**

Possible correct answers:

***Instead of doing a protest march, we organized a rally.***

***We organized a rally instead of doing a protest march.***



## 2.5. GUIDED WRITING

### EXAMPLE 1

Complete the letter by adding ONLY ONE word into each gap.

Dear Ms Novak,

Thank you for the interest you have shown in our summer courses at Exmoor English College. I enclose a brochure with information about the courses we offer plus the accommodation we provide. It lists the trips and activities we organize, such as canoeing and horseriding.

Exmoor English is a small school. However, we have an excellent teaching staff.

Because of the small numbers there is a friendly atmosphere at the school and we can offer our students plenty of individual attention.

In **1) addition**, I enclose a brochure with local tourist information. **2) Although** Dulverton is a small town, there are plenty of things to do here. As well as being in the national park of Exmoor, Dulverton is near an unspoilt part of the coast.

If you are still interested in the course, I would be grateful if you could write us a letter in English. Could you please tell us about yourself and your experience as a learner of English?

I look forward to hearing from you.

Yours sincerely,

Anne Dutton

### EXAMPLE 2

Below are expressions from two letters – one formal and one informal – but they are mixed up. Decide which two sentences have been extracted from a formal letter (write *formal* on the line).

- 1 Thanks for the letter. \_\_\_\_\_
- 2 However, there are a few points which are not clear. formal
- 3 Take care, \_\_\_\_\_
- 4 Would you mind if I phoned you? formal
- 5 Anyway, write back soon. \_\_\_\_\_

### EXAMPLE 3

Use the following simple sentences and the word(s) in brackets to make a longer, complex sentence.

- 1 They arrived at the frozen pond. They saw Bob Sawyer skating brilliantly.

(WHEN)

Possible answers:

**When they arrived at the frozen pond, they saw Bob Sawyer skating brilliantly.**

**They saw Bob Sawyer skating brilliantly when they arrived at the frozen pond.**

- 2 They had lunch. Mr Wardle suggested going ice skating. They had plenty of time.

(AFTER, BECAUSE)

Possible answers:

**After having lunch, Mr Wardle suggested going ice skating because they had plenty of time.**

**Mr Wardle suggested going ice skating because they had plenty of time after having lunch.**

**After they had had lunch, Mr Wardle suggested going ice skating because they had plenty of time.**

### EXAMPLE 4

Read the excerpts 1-2 and decide where they are from on the basis of the writing style.

**A)** *An essay about a book in an English language exam*

**B)** *A book review in a popular newspaper*

- 1 Cathy Conrad's latest novel has just hit the bookshops but it is already a runaway bestseller. Don't miss another adventure with her super-cool detective Guy Gurney sorting out all the crooks of LA. Go out and get your copy now!

1

B

- 2 All things considered, in my opinion, it is one of the best detective novels I have ever read. If you enjoy crime stories, I would really recommend you read it.

1

A

### 3. UPUTSTVA ZA TESTIRANJE

Ispit iz engleskog jezika će se održati u isto vrijeme, pod jednakim uslovima i na isti način za sve učenike koji pristupe ispitu.

- Na ispitu, koji traje **90 minuta**, **nije** dozvoljena upotreba grafitnih olovaka, gumica i korektora tokom rješavanja testa.
- Dozvoljeno je promijeniti odgovor maksimalno dva puta na sljedeći način: Netačan odgovor prekrižiti jednom do tri tanke linije tako da se prekriženi odgovor jasno vidi. Korekciju potpisuje dežurni nastavnik.
- Konačna verzija urađenog testa koji se predaje, mora biti napisana (neizbrisivom) hemijskom olovkom, crne ili plave boje.

Vrednovanje zadataka:

- Ukupan broj bodova finalnog testa je **10 bodova**.
- Svaki zadatak nosi **0,50 boda**.

Nije dozvoljeno:

- nepridržavanje uputa dežurnog nastavnika,
- lažno predstavljanje,
- ometanje drugih učenika,
- prepisivanje,
- osvrtnje, razgovaranje,
- upotreba mobilnih telefona i drugih elektronskih uređaja, i
- upotreba rječnika.

Zadatak će se vrednovati sa **0** bodova ako je:

- netačan,
- zaokruženo više ponuđenih odgovora, a traži se jedan,
- nečitko i nejasno napisan, i
- prekrižen bez potpisa dežurnog nastavnika.

## 4. PRIMJER URAĐENOG TESTA

### LISTENING

Listen to the tracks 1-4 and underline the correct answer to the questions.

- 1 You hear two students talking at school. Why is the girl not feeling too good?
- a) She has caught flu.
  - b) She has to resit her biology exam.
  - c) **She hasn't done well in a test.**
- 2 A teacher is talking to her students. What does she want her students to do before their tutorial?
- a) Discuss their careers ideas with the careers officer.
  - b) **Be prepared to discuss any weaknesses they think they have.**
  - c) Bring their marks for all exam subjects with them.
- 3 You hear a TV presenter talking about a programme. What can we learn from watching the programme?
- a) the cost of space tourism
  - b) the space experiences of three people
  - c) **the way people get ready to go into space**
- 4 A businessman and a businesswoman are talking about a student who is going to do work experience at their company. Why is the man worried?
- a) The student can't follow him because he's going to be away.
  - b) **The student could see private papers.**
  - c) There might not be enough work for the student to do.

**Ostvareni**/maksimalan broj bodova:

4×0.50

<u>2</u>	2
----------	---

1

**A:** *Hi. You're looking a bit fed up. I hope you haven't picked up that flu bug that's been going round school.*

**B:** *No. I've just had the results of our term tests in science and, although I passed biology, I did quite badly in physics and chemistry.*

**A:** *That's odd. I did the opposite. I think I'm going to have to resit biology. How about you?*

**B:** *I'm not sure that I'll have to. My marks weren't too far down. The teacher says that she'll look at my course work, and that's been pretty good, so I may be OK.*

**A:** *Lucky you!*

2

*In preparation for your tutorials next week, I'd like everyone to look back at your marks in all your subjects this year and decide what you think you need most help with. Remember that, similar to last year, we shall be running after-school classes to give more practice for some of your exam subjects, and these are a great opportunity to catch up with topics you've missed or fallen behind with. We shall also be discussing possible future careers in your tutorials, so before then make sure you go along to the careers office and pick up one or two leaflets on jobs that interest you. It might be a good idea to do some research of your own online, and then we can discuss what you've discovered in the tutorials. If you cannot attend your tutorial, you must let the administrator's office know as soon as possible, so that an alternative date can be arranged.*

3

*On Wednesday evening, there will be a chance to see again the interesting documentary about a millionaire who went on one of the first space trips for tourists. He explains what the experience was like and whether it was worth the large amount of money you have to pay for such a trip. The documentary also follows the progress of two other space tourists, who are preparing to go into space very shortly. We see what preparations they have to make and hear about their worries and excitement. The space tourism project is becoming very popular, but unless you're a millionaire, you won't be able to take advantage of it for a while yet. They predict that prices will eventually come down, but you'll need a crystal ball to tell you when. So, if you really want that trip of a lifetime, you'd better start saving now.*

4

**A:** *Have you decided what we're going to ask the work experience student to do next week? Only unfortunately, I won't be able to give her any work myself, as I'd promised, because I'm going to be away that week.*

**B:** *I've got a feeling that she's expecting to follow one of us for a few days when we visit clients, so that she can see how we deal with people's problems. Katy has said that she'll be around to give her some paperwork to do too.*

**A:** *Remember that we have to keep anything confidential away from her. The student last year saw a lot of files that she shouldn't have seen.*

**B:** *Don't worry. I'll be careful. And when you're back from holiday, she can spend a few days with you, if that's OK?*

**A:** *It's a business trip, not a holiday! But that will be no problem. You never know, some of these students could well be future employees. And that's good for business.*

## READING

Read a blog about weight concerns from which some sentences have been taken out. Choose the correct sentences A–F to fill the gaps. There is one sentence you do not need.

- A This will bring us health problems in abundance in the future.
- B Currently it's a mine field, particularly for parents.
- C On the one hand, we read about the terrible dangers of obesity and eating too much fast food.
- D Magazines are full of airbrushed models that look as if they haven't eaten a good meal for weeks.
- E However, surveys have shown a different result.

The messages today's young people are receiving about health and weight are very mixed. **(1)** \_\_\_\_\_ But then we're also constantly hearing about the possibly fatal results of dieting too much. Such conflicting information can be confusing. What is certain is that as a society we have become overly obsessed in one way or another about our weight.

Today, you can't escape the warnings about being overweight. **(2)** \_\_\_\_\_ We'll suffer from heart problems, circulation problems; you name it, a heavy person will get it. We learn that the UK has one of the heaviest populations in the world and we're treated to pictures of large men and women going in for surgery to lose weight when their endless diets don't work. There are continual programmes on TV about how to cook healthily, how to avoid food full of calories and fat and what not to eat for school lunches. Don't put on weight is the common mantra that we see everywhere we look.

There are also warnings about trying to become too slim. One reason for this is the misconception that slim is beautiful. **(3)** \_\_\_\_\_ This is portrayed as an enviable way to look. To be fashionable, you have to be thin. Most clothes designed today are aimed at the skinny person and just don't look the same if you're over a certain size. Celebrities don't help by madly dieting to regain their shape after having a baby. Many young people feel pressured into keeping slim. And of course, there are all the doctors and TV programmes telling us not to get fat, or else ...! But what about when people lose too much weight to try to imitate their role models? What happens when it becomes an obsession? In the way that eating can be an obsession for the overweight, not eating can become an obsession for the underweight too. The dangers are just as great, if not greater. Not eating can lead to illness which can lead to hospital and permanent damage to the body's organs.

It seems to me that the pressures on people today to be healthy and yet look good are intense. Am I the only one who thinks that advice is getting a little out of hand? If teachers, parents and doctors focused more on a common sense approach, I feel we'd all be better off for it. **(4)** \_\_\_\_\_ If a parent suggests that a child should cut down on chocolate because they're putting on weight, there's a danger that the child will go the other way and diet obsessively because they don't want to get 'fat'. So, perhaps we should simply stop obsessing. Oh, and of course, lose the skinniest of the very skinny models. What do you think?

- 1 C
- 2 A
- 3 D
- 4 B

**Ostvareni/maksimalan broj bodova:**

4×0.50

2

2

## VOCABULARY

### I Complete the sentences with the correct form of the words in brackets.

- 1 The government failed to provide an explanation (explain) for what had happened.
- 2 The survival (survive) of our planet depends on all of us.

Ostvareni/maksimalan broj bodova:

2×0.50

<u>1</u>	1
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### II Underline the correct answer to complete the sentences.

- 1 What do you think the \_\_\_\_\_ of the meeting will be?  
a) outcome                      b) drawback                      c) turnout
- 2 There was an accident near us, and it \_\_\_\_\_ all the headlines on Sunday.  
a) got                                      b) did                                      c) made

Ostvareni/maksimalan broj bodova:

2×0.50

<u>1</u>	1
----------	---

GRAMMAR

I Rewrite the sentences below so that they contain zero mistakes. If the sentence is correct write *correct* on the line.

1 At the moment, the news is been watched by three million people.

*At the moment, the news is being watched by three million people.*

2 A volcanic eruption is expected to happen in the near future.

*Correct.*

3 He asked me did I enjoyed the programme.

*He asked me if I enjoyed the programme.*

Ostvareni/maksimalan broj bodova:

3×0.50

<u>1,5</u>	1,5
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II Rewrite the sentences so using the word given. Do not change the word given.

1 I did both Tony and Dave's homework.

**ONLY**

Possible correct answers:

*I not only did Tony's homework but I also did Dave's.*

*Not only did I do Tony's homework but I also did Dave's.*

2 Gary said he was very sorry that he forgot to pick you up at the station.

**FOR**

Possible correct answers:

*Gary apologised for forgetting to pick you up at the station.*

3 It's a good idea for you to leave before the rush hour to avoid the traffic.

**BETTER**

*You'd better leave before the rush hour to avoid the traffic.*

*To avoid the traffic, you'd better leave before the rush hour.*

Ostvareni/maksimalan broj bodova:

3×0.50

<u>1,5</u>	1,5
------------	-----



## GUIDED WRITING

III Read the excerpts 1-2 and decide where they are from on the basis of the writing style.

- A) *A book review in a quality newspaper*  
B) *An essay by a student of English literature*

1 The use of irony and humour in Graham Greene's dialogues is illustrated clearly in *The Quiet American*, a novel in which the themes of colonialism and culture shock are dealt with masterfully.

**B**

2 Fernand Braudel's three-volume history of the Mediterranean must remain one of the classics of twentieth-century history, with its breathtaking scope, fascinating observations and monumental research.

**A**

Ostvareni/maksimalan broj bodova:

2×0.50

**1**

**1**

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