

EKSTERNA MATURA

ZA UČENIKE

SREDNJIH ŠKOLA ZA STRUČNO OBRAZOVANJE I OBUKU

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 **B1+** za učenike četverogodišnjeg srednjeg stručnog obrazovanja i obuke. Ispitni ciljevi su zasnovani na jezičkim kompetencijama definiranim Nastavnim planom i programom za srednje tehničke i srodne škole Kantona Sarajevo.

Polazna osnova za izradu **Vodiča** za eksternu maturu za učenike srednjih škola za stručno obrazovanje i obuku 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 srednje škole za stručno obrazovanje i obuku*. 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">✓ razlikuje značenja smislenih jedinica i sadržaja✓ analizira informacije i poruke iz sadržaja✓ analizira informacije i poruke iz sadržaja s ciljem donošenja zaključaka
2. ČITANJE I RAZUMIJEVANJE PROČITANOG	<ul style="list-style-type: none">✓ procjenjuje složene informacije i sadržaje iz teksta✓ oblikuje mišljenje i zauzima stavove na osnovu informacija i sadržaja teksta✓ razumije tekstove sa jezičkog, društvenog i kulturološkog aspekta zemlje stranog jezika
3. VOKABULAR	<ul style="list-style-type: none">✓ analizira informacije i poruke iz sadržaja s ciljem upotrebe odgovarajućeg oblika riječi✓ analizira informacije i poruke iz sadržaja s ciljem upotrebe odgovarajuće riječi
4. GRAMATIKA	<ul style="list-style-type: none">✓ 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 4. testirat će se sljedeći sadržaji preuzeti iz postojećeg Nastavnog plana i programa za srednje tehničke i srodne škole 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, tvroba 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, zarez).

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	6	0.50	3
4. GRAMMAR	3	6	0.50	3
UKUPNO ZADATAKA:	7			
UKUPNO BODOVA:	10			

2. TIPOVI ZADATAKA SA PRIMJERIMA

2.1. LISTENING

EXAMPLE 1

Read the statements below, then listen to a radio programme and decide if the sentences are true (T) or false (F)?

- 1 Mark Mondale believes that teenagers are more similar to their parents today than sixty years ago. **F**
- 2 Mark Mondale believes that money and business is behind the fashion and lifestyles. **T**
- 3 Matt Hodges thinks that music helps many young people become friends. **T**
- 4 Both Dr Webb and Dr Mondale think that Matt's answer proves their theories. **T**

TAPESCRIPT

P=Presenter

P: *Hippies, punks, skaters... and now Chavs – there's no end to the number of teenage cults and fashions. But just what is it that makes young people choose to join a subculture? With me in the studio to discuss this is Dr Mark Mondale, Professor of Sociology at Goodman Browne University in West Virginia, Dr Jane Webb, Professor of Psychology at Uxbridge University, and Matt Hodges, Head of the Students' Union at Waterloo College in Liverpool.*

Mondale: *Hallo!*

Webb: *Hi!*

P: *Let's start with you, Dr Webb. What does make a young person decide to become a Goth or a skater?*

Webb: *Well, Nigel, there are all sorts of different reasons, but it seems to me that it's all part of becoming an adult. The thing is, when young people are in their teens, they start to question the values and lifestyles of the adult world they see around them. So parents, other adults or older brothers and sisters often stop being role models for teenagers for a time. Instead, young people look for new role models from their peers – people of the same age. And of course they're also looking for friendship or acceptance.*

P: *Uh-huh, so you're saying that it's a reaction against the adult world?*

Webb: *That's right, although in reality it's much more complicated than...*

Mondale: *Well, I have to say I...*

P: *Yes? Dr Mondale?*

Mondale: *I have to say I cannot agree with that at all. As far as I'm concerned, becoming a Goth or a skater has absolutely nothing to do with looking for role models. Look at young people sixty years ago, they looked and behaved like younger versions of their parents. Frankly, it's all about money. If you think about it, every new youth fashion makes millions of dollars for the fashion and music industries.*

Webb: *So how do you explain groups who are completely anti-commercial like Goths, people who buy second-hand clothes and...*

Mondale: *Well frankly that explains my theory exactly. By choosing not to buy...*

P: *I'm sorry to interrupt but perhaps at this point we should ask Matt Hodges for his views. Matt?*

Matt: *Personally, I believe it's all about music. I'm into nu-metal, my favourite band is BioToxine. It's only natural that you want to spend your time with other people who enjoy and understand this music. And then these people become your friends – you have fun with them, they help you if you have problems and...*

Webb: *Which is exactly my theory about looking for answers from people the same age...*

Mondale: *Well, actually, it shows that the music industry has the most say in what...*

Webb: *You sociologists are all the same. You think people can't make up their own minds and...*

Mondale: *Well the day that a psychologist gives me a good explanation of how people behave is the day that I personally...*

Webb: *Well I've got three teenage sons and I do know what I'm talking about here!*

Mondale: *Well, don't forget... I was a teenager too!*

P: *Well we'll have to leave it there. In next week's programme we're talking about what can be done to end the conflict between different youth groups. I hope you can join me with my special guests...*

EXAMPLE 2

Listen to a TV programme and underline the correct answer for each question: a, b or c.

- 1 Foreigners might find it strange that British people use humour
 - a) in silly situations.
 - b) in work situations.**
 - c) in informal situations.
- 2 Many jokes in English are hard to understand because
 - a) they contain cultural references.**
 - b) they are political.
 - c) they are about history.
- 3 Jokes in English often depend on
 - a) knowledge of grammar.
 - b) being difficult for foreigners.
 - c) words with double meanings.**
- 4 People like Charlie Chaplin and Mr Bean have been successful internationally because
 - a) they have funny expressions.
 - b) their humour is visual.**
 - c) they are famous.

TAPESCRIPT

P=Presenter

- P:** Charles Chaplin, Peter Sellers, Benny Hill, John Cleese and Rowan Atkinson as Mr Bean are examples of famous international comedians – and all of them are British. But why has British comedy been so successful? What’s so funny about it? Why is it more successful than, say, French or German humour? One answer may be that humour and laughter are very important to us. The traditional image of a British person for many foreigners is a conventional and reserved person who doesn’t usually show any emotion, even though loud and badly behaved holidaymakers don’t always match up to that reputation! However, perhaps because we are generally reserved people, we use humour to deal with life and all its problems. Everybody in Britain (apart from the Queen perhaps!) is expected to have a sense of humour. And the British use humour and irony in situations which might seem very strange, almost frivolous, for other cultures. Professors giving serious lectures at university often start off with a joke to get people relaxed and interested. Business people mix humour and statistics when making important presentations. Some doctors try to get a laugh to relax their patients. Even priests tell jokes in church!
- But what actually makes British people laugh? And why is our humour often difficult for foreigners to understand? Jokes are related to culture. They often refer to people and places that are only familiar to the British themselves. If a visitor to Britain sees on a wall ‘Guy Fawkes, where are you when we need you?’, it would probably seem a meaningless piece of graffiti. You need to know that Guy Fawkes was the man who tried to blow up the English parliament building in 1605. Once you know that, you realise that the joke is saying that politicians in parliament are useless and we would be better off without them! Another thing that makes our verbal humour difficult for foreigners is that we often play with words. Jokes often depend on words that sound the same but have different meanings – and we have a lot of those in English. Listen to this.
- Man 1** Waiter, waiter, what’s this?
Man 2: It’s bean soup, sir.
Man 1: I don’t care what it’s been, I want to know what it is now!
- P:** Now, to understand that joke you need to know that ‘it’s’ can mean ‘it is’ or ‘it has’, and you need to know that the sound ‘been’ can be a form of the verb ‘to be’ or it can mean a type of vegetable. Mm, not very funny anyway, was it? But don’t get depressed. A lot of British humour is universal and, as I said before, because of that comedians like Charlie Chaplin, Benny Hill and Mr Bean have been successful all over the world. Their humour is visual and they express it in situations that we can all relate to – we can all have a good giggle or just... fall about laughing.

EXAMPLE 3

Listen to the story and order (1-4) the sentences as you hear them.

- | | |
|--|-------------|
| a) So the next thing I did was to use my judo. | 1) <u>b</u> |
| b) I'd just finished my classes. | 2) <u>d</u> |
| c) After that, the director came over. | 3) <u>a</u> |
| d) Suddenly, I saw these two guys. | 4) <u>c</u> |

TAPESCRIPT

A: So how are things?

B: Great. I'm going to have dinner with a film crew!

A: No! Come on. Tell me all about it.

B: Well, it happened the other day. Right outside the college. I'd just finished classes and I was riding my bike down the street past the park.

A: And then?

B: And suddenly I saw these two guys. I knew something was wrong. There was an old guy in a suit. An old guy, and this young guy in jeans with a knife, you know.

A: Wow!

B: Yeah, and the old guy's briefcase was on the ground. It was open and it was full of money. Thousands of pounds! So anyway, then I went towards the mugger. I shouted 'Stop!' but the mugger started to pick up the money. So the next thing I did was to use my judo and get him on the ground.

A: Really? Surely, that was a bit dangerous? What about the knife?

B: Ah, he dropped that. But then, the old guy was angry. He didn't say 'Thank you' but shouted 'Stop! It's only a film!'. When I turned round, I saw the film crew!

A: Oh no!

B: Yes, they were in the park. Three of them: the director, the cameraman and the sound guy. Well anyway, I felt really terrible. But after that...

A: What?

B: After that, the director came over to talk to me.

A: And?

B: Eventually everything was fine. The director was really nice. He said 'Don't worry. You did the right thing. You can come and watch the filming tomorrow and meet all the actors afterwards!'

A: No! He didn't!

B: Yes! I'm going to have dinner with them.

A: Wow! Amazing!

B: Yeah, it is, isn't it? It was the weirdest thing that's ever happened to me.

2.2. READING

EXAMPLE 1

Complete the gaps 1-4 in the article with four of the paragraphs A-E. One paragraph is extra.

LIFE AFTER SCHOOL

When Alan Jeffries left school, he wasn't sure what to do. His parents wanted him to go to university to get a degree in Law. They said that he would have great career opportunities when he graduated. So he took their advice and enrolled at Reading University. Alan had always been a good student. He had never played truant and had always passed all his exams easily. However, he wasn't ready for university. He enjoyed the freedom too much. He skipped a lot of classes and when he failed to sit his end-of-term exams, he was expelled. He said he didn't mind because he was going to drop out of university anyway. He had decided to take a year out in order to get some experience in the real world.

1 E

He applied for lots of jobs, both permanent and temporary – car mechanic, shop assistant, cook, hairdresser, security guard... But he was too young and inexperienced for some and overqualified for others. So he made some money doing odd jobs for family friends – painting garage, babysitting, washing cars and so on.

2 D

Alan was a bit depressed about being out of work, but then, at last, he got a full-time job! It was in an egg factory. He was in charge of the machine that put the packs of eggs into large boxes ready to go to supermarkets around the country. The wages were low and he had to work long hours, but from the beginning, Alan's boss was impressed by his attitude. He clocked in on time, he was always happy to work overtime and he never took any time off.

3 A

However, they say that pride comes before a fall. And so it was with Alan. One day, he decided to make his job more interesting by seeing how fast he could do it. He set his stopwatch and drove as fast as he could towards the boxes full of eggs. His foot was hard down on the accelerator, and the fork-lift was going at top speed, but Alan was sure he was in control however, he was wrong. He waited one second too long. He hit the brakes but it was too late. The fork-lift crashed into a huge pile of boxes. There was a terrible crunching noise and then silence.

4 B

Alan resigned before he was sacked. He started doing odd jobs for family friends again. And that autumn he was back at university studying Law. Maybe you're wondering what Alan does now. Well, believe it or not, he's a health and safety inspector in a large armaments factory. And he never eats eggs.

A

Before long, he had been promoted to a better job. Now he was responsible for driving a fork-lift truck, and loading the boxes of eggs onto the supermarket lorries. He quickly became the fastest fork-lift driver in the factory. He was happy and proud to be earning his living.

B

When Alan's workmates went to see what had happened, they found Alan standing in the middle of the world's biggest omelette. Fortunately, he wasn't hurt, but he had broken more than twelve thousand eggs.

C

He was good at dealing with the public and enjoyed the job. Although the pay wasn't brilliant, there was a good atmosphere and he quickly made friends with his fellow-workers. He also liked the working hours. He never had any problems getting up early and it was great having the afternoons free.

D

Then he got a part-time job in a tea room. Unfortunately, it didn't last long. On his first day, he put salt in the sugar pot. On his second day, he put Tabasco sauce in some sandwiches and almost killed an old lady. And on the third day, he dropped a tray and broke over two dozen cups and saucers. The manager of the tea room asked him to leave.

E

When he saw all the jobs on offer at the job centre, he was impressed. But it wasn't as easy as he had thought it was going to be to get a job and he began to wonder if he had made a mistake.

EXAMPLE 2

Read the extracts 1-3 and decide if the statements below are true (T) or false (F).

ON THE ROAD

In December 1951, two young men, a biochemist and a medical student, set out on a journey from their native Argentina through Chile, Peru and Brazil to the United States of America. The biochemist was Alberto Granado; his companion was twenty-three-year-old Erensto (Ché) Guevara, the future revolutionary and cultural icon. Here are three extracts from Ché's diary of the journey, published as *The Motorcycle Diaries*.

1 Through Argentina by motorbike

The night before our departure, I came down with a cough and a high temperature and consequently, we were a day late leaving Bahia Blanca. Finally, at three in the afternoon, we left under a blazing sun and by the time we reached the sand dunes around Medanos, it had become even hotter. The bike, with its badly-distributed weight, kept bounding out of control, the wheels constantly spinning over. Alberto fought a painful battle with the sand and insists he won. The only certainty is that we found ourselves resting comfortably in the sand six times before we finally made it out to the flat. We did, nevertheless, get out, and this is my companero's main argument for claiming victory over Medanos.

From here I took over the controls, accelerating to make up for precious lost time. A fine sand covered part of a bend and – boom: the worst crash of the whole trip. Alberto emerged unscathed but my foot was trapped and scorched by the cylinder, leaving a disagreeable souvenir which lasted a long time because the wound wouldn't heal.

A heavy downpour forced us to seek shelter at a ranch but to reach it we had to get 300 meters up a muddy track, and we went flying another two times. Their welcome was magnificent but the sum total of our first experience on unsealed roads was alarming: nine crashes in a single day. On camp beds, the only beds we'd know from now on, and lying beside our bike, La Poderosa, our snail-like dwelling, we still looked into the future with impatient joy.

2 Hitchhiking through Chile

Scarcely a few metres separated us from the Civil Guard post marking the limits of the town, but already our backpacks felt a hundred times heavier than they were. We decided to make our first stop and test our luck with the passing trucks. All we could see in the direction of the road was a barren hillside, with barely any vegetation; placid Tacna, with its little dirt streets and terracotta roofs, waited so far in the distance it seemed almost daunting. The first truck to pass caused us great turmoil; we stuck out our thumbs apprehensively and to our surprise the driver stopped just ahead of us. Alberto took command of the operation, explaining the purpose of our journey and asking him for a lift; the driver gave an affirmative nod, indicating we could climb in the back, with a whole band of Indians. Collecting our bags and crazy with gratitude, we were about to climb up when he called out to us:

'Five soles to Tarata, you know that, right?' Alberto furiously asked why he'd said nothing earlier, when we'd asked to be taken free of charge. The driver wasn't sure exactly what 'free of charge' meant, but to Tarata it was five soles... 'And everyone of them will be like that,' Alberto said angrily, directing all his frustration toward me, who had suggested the idea of walking out of town to hitch a lift, rather than wait there like he wanted to do. The moment became decisive. We could go back, in which case we'd be admitting defeat, or we could continue on foot, letting whatever would happen, happen. We decided on the second course and started walking.

3 Rowing a raft in Brazil

Two or three mosquitoes alone could not beat my desire to sleep and within a few minutes it had defeated them. My triumph was empty, however, as Alberto woke me to help him. What followed was the hugely arduous task of moving the raft towards the lights of a town on the opposite bank. We rowed at full strength, and just when it seemed we were definitely on our way, we'd turn a half circle and head back into midstream. We watched with growing desperation as the lights drifted into the distance. Exhausted, we decided that at least we could win the fight against the mosquitoes and sleep peacefully until dawn... I clung to the thought that no matter how bad things became, there was no reason to suppose we couldn't handle it.

- | | | |
|---|---|-----------------|
| 1 | Two of Alberto and Ché's falls happened because of the weather conditions. | <i>T</i> |
| 2 | Alberto and Ché had the same ideas about the starting point for their hitchhiking. | <i>F</i> |
| 3 | Alberto was angry because he believed the truck driver had agreed to take them without payment. | <i>T</i> |
| 4 | No matter what happened on their journey, they continued to feel worried about the future. | <i>F</i> |

EXAMPLE 3

Read the newspaper article and underline the correct answer in each question.

HERE COMES THE SUN

Day by day in late January and early February, the sky grows light again. And today, the people living in Longyearbyen, Spitsbergen, probably the most northern town in the world, will have their first sight of the sun since early October. Spring's light has been around the island this week, so the mountains look pink, the sea deep blue and the sky pink, green and yellow.

However, the 2000 inhabitants pay a high price for this: three months of freezing and total blackness. When the darkness comes, there is little to do but work; coal must be mined, scientific experiments done and the community fed and cared for.

Founded a century ago by US mining magnate John Longyear, Longyearbyen is now an international centre for mining and environmental research. Most residents are Norwegian but there are a few hundred Russians, seventy or eighty Thais and a solitary Iranian selling kebabs from a van. The community, though, is changing, partly because of the tourists coming to ride snowmobiles and look for the bears, and partly because of new immigrants arriving from all over the world.

'The darkness is very hard,' says Mary-Ann Dahle, who runs one of the town's three hotels. 'It feels good when the light starts to come back, the darkness can be very depressing especially for those not taking part in the community.' She thinks the long, dark winters are one reason why people coming to the island don't stay as long as they used to. 'Young people used to come here about five or ten years but now they only stay for one.'

Like many workers spending much of their lives underground, Longyearbyen's miners are indifferent to the changing seasons. 'The dark is okay,' says 30-year-old Guttorm Wilhelmsen, 'I do have friends who can't take the dark. They just go back to the mainland when it comes.' The constant light of the midnight sun from April to September is far more annoying to him.

Liv Rose Flygel, a glass artist also working in the cafeteria at the tiny airport, came to Longyearbyen when she was a baby. 'I like the darkness and it doesn't bother me because I have grown up with it. She believes the start of winter tends to unite Longyearbyen. 'When it gets dark, people come together, because they are scared of the darkness - and the polar bears. They start visiting, too.' When Liv Rose and her husband retire, they will probably have to leave the island and go to Norway but for her Longyearbyen is her home. 'I love it here,' she says.

- 1 What is the article about?
a) the cold b) the spring c) the darkness
- 2 What are the main activities on the island?
a) mining and research b) tourism and research c) tourism and mining
- 3 What does not happen to people in the long winter?
a) They get depressed. **b) They get less sociable.** c) They get a bit scared.
- 4 Who does the darkness affect most?
a) young people b) people working underground c) people who stay at home

2.3. VOCABULARY

EXAMPLE 1

Complete the sentences with the correct verbs from the box. There are two extra verbs.

take hang carry put bump

- 1 When you live in a big city, you have to put up with noise, traffic and pollution.
- 2 You can bump into an old friend from school anywhere – even on holiday.
- 3 It took us a long time to carry out the research, but we got a lot out of the project.

EXAMPLE 2

Underline the correct word (a, b or c) to complete the sentences.

- 1 The number of cases of violent crime has _____ recently.
a) expanded **b) risen** c) gained
- 2 *E.T.* is one of the most _____ family films ever made.
a) unique b) irresponsibly **c) popular**
- 3 In the battle, over a hundred soldiers were killed and hundreds more were _____.
a) **wounded** b) harmed c) damaged

EXAMPLE 3

Read the expressions a-e and decide which one can replace the underlined word in the sentences given below so that the meaning remains unchanged. Two expressions are extra.

- a) cloths
- b) clothes
- c) postponed
- d) scheduled
- e) very tired

- 1 Afterwards, we went back to the hotel to change into our Star Trek gear. **b)**
- 2 In the end, the journey took six hours. When we got home I felt wiped out! **e)**
- 3 The doctor has put off my operation until next week. **c)**

EXAMPLE 4

Read the sentences, check the words given in *italic* and then underline the correct option.

- 1 My friend Esther is a *lot* / **very** / *much* friendly person.
- 2 Thanks **for** / to / at / inviting me to your party.
- 3 Her attention was focused *with* / **on** / *in* the smallest painting in the room.

2.4. GRAMMAR

EXAMPLE 1

Underline the correct answer for each sentence.

- 1 She usually works in London for a few days, and then she _____ back to Barcelona.
 - a) go
 - b) goes
 - c) has gone
 - d) went
- 2 The US president John F Kennedy was shot as his car was _____ through the city.
 - a) passing
 - b) passed
 - c) pass
 - d) passes

EXAMPLE 2

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

- 1 She taught (teach) English from 1990-1996.
- 2 If he hits that dog again, I will call (call) the police!

EXAMPLE 3

Underline the correct form of the verb in the following sentences.

- 1 I wear / 'm wearing my favourite shoes today.
- 2 I'm bored. I haven't had / *been having* a single text all day.

EXAMPLE 4

Complete the second sentence so that it has a similar meaning to the first.

- 1 Nancy Johnson invented the first ice cream maker in 1843.

Possible correct answers:

The first ice cream maker was invented in 1843 by Nancy Johnson.

The first ice cream maker was invented by Nancy Johnson in 1843.

The first ice cream maker was invented by Nancy Johnson.

The first ice cream maker was invented in 1843.

- 2 "We are investigating the accident at the moment".

Possible correct answers:

The police officer said that they were investigating the accident at that moment.

The police officer said they were investigating the accident at that moment.

The police officer said that they were investigating the accident.

The police officer said they were investigating the accident.

EXAMPLE 5

Put the words in the correct order to make the sentences.

- 1 soon / as / ~~please~~ / home / me / a / call / as / give / you / back / get / . /

Please give me a call as soon as you get back home.

- 2 talked / for / we / just / ~~when~~ / hours / met / we / . /

When we met we just talked for hours.

- 3 this / before / ~~they~~ / might / film / seen / have / . /

They might have seen this film before.

EXAMPLE 6

Circle or underline the correct option in the sentences below.

- 1 There isn't anything / something in the fridge.

- 2 I'd like to do / make a complaint about this shirt I bought last week.

- 3 Are you belonging / Do you belong to any clubs?

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 prekriti jednom do tri tanke linije tako da se prekriveni 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
- korigovan bez potpisa dežurnog nastavnika.

4. PRIMJER URAĐENOG TESTA

LISTENING

Listen to a conversation about a film and underline the correct answer for the questions.

1 What has Alice been doing?

a) studying

b) exercise

c) shopping

2 How does Alice feel?

a) bored

b) worried

c) impatient

3 What does Simon become?

a) bored

b) irritated

c) tired

4 Where are Alice and Simon?

a) on holiday

b) at school

c) at home

Ostvareni/maksimalan broj bodova:

4×0.50

<u>2</u>	2
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A = Alice S = Simon

- A:** *Hi there. I had to wait ages for the bus outside the sports centre. And the pool was really crowded.*
- S:** *Mm. Hello, Alice. How are things?*
- A:** *So what are you watching, Simon? It looks a bit violent to me.*
- S:** *The Bourne Identity. It's an old action film I like. Haven't you seen it? I've watched it three or four times.*
- A:** *No, I haven't. It's not my kind of thing. And Matt Damon is an actor I've never been keen on. You know, he's always the same in all his films - lots of fighting and running around the place. Well, that's what he's famous for. And he's not very good-looking either.*
- S:** *Come on, Alice. Damon's a real professional actor.*
- A:** *Well, he's not as good as other actors like Daniel Craig.*
- S:** *Daniel Craig? What are you talking about? Those Bond films are totally silly.*
- A:** *It's not the Bond films I'm interested in. He's made some other great ones. And he's very good-looking.*
- S:** *Oh, yeah.*
- A:** *But what about you and Angelina Jolie? You're a fan, aren't you?*
- S:** *Look, I'm trying to watch this film, Alice. I've had a really hard day with two exams and I slept badly last night. I just need to relax a bit.*
- A:** *So, now who's Matt Damon talking to?*
- S:** *Well, Jason Bourne is in a bank in Zurich. He's got a secret account.*
- A:** *And who's he working for? The CIA?*
- S:** *Nobody. Before, he was an agent for the American government but he can't remember anything about it.*
- A:** *Why not?*
- S:** *Because he was shot.*
- A:** *Why?*
- S:** *Because he was trying to kill someone.*
- A:** *Typical. More violence. It's always the same, isn't it, in these films?*
- S:** *Alice. Why don't you go and speak to mum or something?*
- A:** *She's watching that quiz show she's good at. She knows all the answers, doesn't she?*
- S:** *What about Dad? What's he up to?*
- A:** *He's on the computer talking on Skype to that Canadian guy he works with.*
- S:** *Well, why don't you just ring someone up? Come on, just give me a break, will you?*
- A:** *All right, all right. Enjoy the film. Bang, bang!*
- S:** *Thanks.*

READING

Read the science report and write true (T) or false (F) for the statements 1-4.

LIKE FATHER, LIKE SON? PERHAPS NOT...

A NEW REPORT SUGGESTS THAT OUR BRAIN CHEMISTRY AT BIRTH IS AS IMPORTANT AS OUR UPBRINGING

Go into a busy newsagent's and have a look at what kind of things people are reading. The chances are that the women are reading about fashion, beauty, romance or relationships and the men are reading about cars, photography, equipment or sport. This ought not to be a surprise. After all, these choices are also seen in typical male and female hobbies – men generally enjoy things such as looking after their cars, buying new parts for their stereos, bird-watching or playing computer games while women seem to prefer keeping in touch with friends and entertaining.

For a long time, experts thought that these differences between male and female interests depended on how parents brought up their children and indeed, society in general. However, when we look at young babies, we see that boys and girls have interests which we can call typically 'male' or 'female' from a very early age. A baby girl, as young as 12 months old, is sympathetic when she sees a sad or worried face – she also looks sad and makes comforting sounds. Baby girls also make more eye contact and look longer at other people. Boys of the same age look longer at mechanical objects – toys that spin, light up or move. Later, when they become toddlers, boys usually enjoy putting things together and building towns or bridges or vehicles. Boys are often more selfish and aggressive when they play with other children while girls are better at joining in with others. Just like the adults.

So where do these differences between male and female behaviour come from? Although it is true that culture and upbringing play an important role, many scientists now believe that the answer also lies in the amount of male and female hormones in the mother's body before a child's birth. Research has shown that this balance of hormones leads to three different types of brain: type E, type S and type B. People who are born with a type S, or male brain, are generally interested in systems: constructing and organising things and working out how things work. They tend to be good at working out where they are, from maps, making things from plans or collecting things. Others have a type E, or female brain, which means they are good at understanding other people's emotions and treating people with care because they are sensitive themselves. Others are born with characteristics of both these male and female brains – this is called type B or balanced brain.

Perhaps the most crucial thing that the researchers found out was that the type of brain you have does not have to depend on your sex. Not all men have the male brain, and not all women have the female brain. But on average, more males than females have a type S brain, and more females than males have a type E brain.

So does this mean that one sort of brain is superior? No, not at all. Some people find some things easier to do than others but both sexes have their strengths and their weaknesses. Researchers hope that understanding how people are born with different types of brain can help make all of us more tolerant of difference.

- | | | |
|---|---|----------|
| 1 | Generally speaking, women and men both prefer reading about people than reading about gadgets or equipment. | <i>F</i> |
| 2 | Experts used to believe that parents had a lot of influence on what hobbies their children liked. | <i>T</i> |
| 3 | It seems to be easier for young girls to get on with people than for young boys. | <i>T</i> |
| 4 | It is extremely unusual for women to have a type B brain. | <i>F</i> |

Ostvareni/maksimalan broj bodova:

4×0.50

2

2

VOCABULARY

I Underline the correct word (a, b or c) to complete the sentences.

- 1 How well do you and your friends get on with _____?
a) yourself **b) each other** c) yourselves
- 2 I can see you're nervous, but please try to _____ down and tell me what happened.
a) turn b) let **c) calm**
- 3 John is feeling _____ because the test was easier than he thought it would be.
a) pleasing **b) pleased** c) please

Ostvareni/maksimalan broj bodova:

3×0.50

<u>1,5</u>	<u>1,5</u>
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II Read the expressions a-e and decide which one can replace the underlined word in the sentences given below so that the meaning remains unchanged. Two words are extra.

- a) brought up
- b) teenager
- c) toddler
- d) tranquil
- e) rose up

- 1 He was born in Germany but was raised in Scotland. **a)**
- 2 Despite being just a three-year-old child, she can already count to ten. **c)**
- 3 Our hotel was in a peaceful square near the river. **d)**

Ostvareni/maksimalan broj bodova:

3×0.50

<u>1,5</u>	<u>1,5</u>
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GRAMMAR

I Complete the sentences with the correct form of the verbs in the brackets.

- 1 We were waiting for the bus for five minutes when we heard (hear) the explosion.
- 2 I am busy at the moment, because I am redecorating (redecorate) my flat.

Ostvareni/maksimalan broj bodova:

2×0.50

<u>1</u>	1
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II Underline the correct form of the verb in the following sentences.

- 1 Can you be quiet? I *talk* / 'm talking on the phone.
- 2 Henry joined the class yesterday and he's already made / *been making* two new friends.

Ostvareni/maksimalan broj bodova:

2×0.50

<u>1</u>	1
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III Put the words in the correct order to make the sentences.

- 1 had / to / she / ~~while~~ / an / accident / work / driving / , / . /

While driving to work, she had an accident.

- 2 celebrity / her / be / by / ~~judging~~ / might / appearance / a / she / , / . /

Judging by her appearance, she might be a celebrity.

Ostvareni/maksimalan broj bodova:

2×0.50

<u>1</u>	1
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