



**ISPITNI KATALOG**

# **ENGLISKI JEZIK**

**1. STRANI JEZIK**

**MATURSKI ISPIT U GIMNAZIJI**

**ŠKOLSKA 2010/2011. GODINA**

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## 1. UVOD

Državna matura uvodi se školske 2010/11. godine u obrazovni sistem Crne Gore i predstavlja standardizovanu eksternu provjeru školskih postignuća učenika na kraju četvorogodišnjeg gimnazijskog obrazovanja. Na osnovu Zakona o gimnaziji ("Sl. list RCG", br. 64/02 od 28. 11. 2002, 49/07 od 10. 08. 2007, "Sl. list Crne Gore", br. 45/10 od 04. 08.2010), maturalni ispit polaže se eksterno (član 38), a za pripremu ispitnih materijala i sprovođenje procedure državne mature zadužen je Ispitni centar Crne Gore.

Ispitni katalog detaljno opisuje eksterni ispit iz Engleskog jezika kao prvog stranog jezika. U Ispitnom katalogu navedeni su opšti ciljevi ispita, struktura ispita i sadržaj koji će se ispitivati. U njemu se nalazi i primjer testa sa shemom za ocjenjivanje. Namijenjen je učenicima i nastavnicima.

## 2. OPŠTI CILJEVI ISPITA

Ispitni ciljevi zasnovani su na jezičkim kompetencijama definisanim predmetnim programom.

### **Lingvističke kompetencije:**

- poznavanje stranog jezika na nivou morfologije, sintakse, semantike, leksike i na tekstualnom nivou i osposobljenost za pismeno sporazumijevanje.

### **Sociolingvističke kompetencije:**

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

### **Diskursna kompetencija:**

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

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

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

### **Sociokulturološka znanja:**

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

### 3. STRUKTURA EKSTERNOG ISPITA

Pismeni ispit iz Engleskog jezika sastoji se iz četiri područja: slušanja, čitanja, gramatike i leksike i pisanja. Bez obzira na broj pitanja, svako područje donosi jednak broj od ukupno 100 bodova.

Dio	Područje /vrijeme	Sadržaj	Tip zadatka	Udio u testu
1	<b>Slušanje</b> 20 minuta	2 zadatka → dijalog → izlaganje	→ višestruki izbor → alternativni izbor → kratak odgovor	25%
2	<b>Čitanje</b> 50 minuta	3 zadatka → tekstovi od 350 do 700 riječi (pismo, brošura, novinski članak, reportaža, književni tekst)	→ višestruki izbor → alternativni izbor → povezivanje → ređanje → kratak odgovor	25%
<b>PAUZA</b> 10 minuta				
3	<b>Gramatika i leksika</b> 35 minuta	3-4 zadatka → gramatika → leksika	→ cloze test zatvorenog tipa → cloze test otvorenog tipa → transformacija rečenica → građenje riječi	25%
4	<b>Pisanje</b> 75 minuta	2 zadatka: → pisanje pisma, e-mail (80-120 riječi) → pisanje sastava (120-180 riječi)	→ formalno i neformalno pismo, e-mail, članak, izvještaj, priča, esej, sastav u kome iznosi argumente u prilog ili protiv nekog gledišta	25%

### 4. ISPITNI PROGRAM

#### 4.1. TEME

1. Porodica, dom i okruženje
2. Odnosi u porodici i društvu
3. Slobodno vrijeme i razonoda
4. Obrazovanje
5. Ishrana
6. Zdravlje
7. Kupovina
8. Putovanja
9. Uslužne djelatnosti
10. Aktuelna zbivanja i društvo
11. Klima i vremenski uslovi

## 4.2. JEZIČKI SADRŽAJI

### RIJEČI

#### Imenice

- regular and irregular plural forms, plural only/singular only, foreign plural
- countable & uncountable
- Genitive: 's, ' , double genitive, Saxon genitive with measures, time expressions

#### Zamjenice

- personal pronouns
- demonstrative pronouns (*this, these, that, those*)
- possessive pronouns
- relative pronouns (*who, whom, that, which, whose*)
- interrogative pronouns
- reflexive/emphatic pronouns
- indefinite pronouns (*somebody, anything, everybody...*)

#### Članovi

- indefinite article *a/an*, definite article *the*, zero article

#### Kvantifikatori

- *some, any, no, every, much, many, several, few, a few, little, a little*

#### Brojevi

- cardinal numbers
- ordinal numbers

#### Pridjevi

- Possessive adjectives: *my, your, his, her, its, our, their*
- demonstrative adjectives (*this, these, that, those*)
- regular and irregular comparison of adjectives (comparative, superlative)
- comparison of equality (*as+adj+as*) & inequality (*not so+adj+as*)
- comparison of adjectives (superiority; inferiority)
- participles: present participle V<sub>-ing</sub>, past participle V<sub>-ed/en</sub>
- adjective word order

#### Prilozi

- manner (*fast*), place (*here*), time (*now*), degree (*very*), frequency (*often*)
- Comparison of adverbs
- adverbs with two forms
- word order

#### Prijedlozi

- position, direction, time

#### Glagoli

- Verb forms
- Present Simple
- Present Continuous
- Past Simple
- Past Continuous
- Present Perfect
- Present Perfect Continuous
- Past Perfect
- Future forms
  - will + V
  - be going to + V
  - Present Simple
  - Present Continuous
  - Future Continuous<sup>R</sup>
  - Future Perfect Simple<sup>R</sup>
- Past Perfect Continuous<sup>R</sup>

- Sequence of Tenses
- Question Tags
- Imperative
- Causative *have/get*
- *I wish* (present & past time reference), *I wish/If only* + S + *would*
- *used to*
- *be used to*
- Modal auxiliaries and modal auxiliaries equivalents
- (*can, could, must, will, would, need, shall, should may, might,*
- *have to, be able to, be allowed to*)
- modals + perfect infinitive
- Passive Voice
  - Passive Voice (all tenses)
  - Passive Voice with O<sub>a</sub> and O<sub>i</sub>
  - passive infinitive: *to be* V<sub>-ed/en</sub>
  - passive gerund: *being* V<sub>-ed/en</sub>
  - It + passive + that clause (*it is believed that...*)
- Multi-part verbs
- Gerund or Infinitive
- Verbs followed by V<sub>-ing</sub> and infinitives
- verbs of reporting + Gerund /Infinitive;
- verbs of perception + V /V<sub>-ing</sub>'
- phrases + gerund
- verbs expressing likes & dislikes + V / V<sub>ing</sub>
- Infinitive (with /without *to*)
- perfect infinitive (with /without *to*)

### **Vežnici**

- Coordinating: *and, but, as well as, or, either ...or, neither... nor*
- Subordinating: *that, after, before, since, until, when, while, because, as, where, if, unless, what*

### **TVORBA RIJEČI**

- derivation
- prefixes: *un-, in-, im-, il-, ir-, nomn-, dis-, re-, mis-, anti-, under-, over-, out-*
- nouns (*-ion, ment, -al, er, -ee, -ist, -ess, -hood, dom*)
- verbs (*-ize/-ise, ify, -en*)
- adjectives (*-less, -ful, -ous, -ic, -y, -al, -able/-ible, -an*)
- adverbs (*-ly*)
- compound nouns (*newspaper, waiting- room, pocket money*), adjectives
- conversion (N-V, V-N, N-Adj)

### **SINTAKSA**

- Affirmative sentences
- Negative sentences
- Questions: Yes/No questions, WH-questions
- Nominal clauses (*that*),
- Relative clauses (defining, non-defining - *who, whom, which, that, whose*)
- Adverbial clauses (clauses of time; clauses of place; conditional clauses – types 0,1,2,3; clauses of purpose (*in order to, so that*); clauses of concession (*although, in spite of*); clauses of reason (*as, because, since*); clauses of comparison (*the... the..., as... as*); clauses of manner (*as if*))
- Reported Speech (statements, questions, commands)
- Reported speech - Embedded questions
- Reported Speech with different reporting verbs (RV):
- Inversion after negative adverbs<sup>R</sup>
- Participle clauses (present, past)<sup>R</sup>
- Linking devices (*however, generally, in addition...*)

<sup>R</sup>Receptivno

### 4.3. ISPITNI CILJEVI

Ispitni ciljevi definirani su na osnovu obaveznog načina provjere znanja i obrazovnih standarda, a obuhvataju vještine slušanja, čitanja i pisanja, kao i gramatiku i leksiku.

#### SLUŠANJE

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

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

#### ČITANJE

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

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

#### PISANJE

Učenik/ca je u stanju da:

- u **pismenoj interakciji** napiše e-mail, poruku, formalno ili neformalno pismo,
- u **pismenoj produkciji** napiše rezime, članak, izvještaj, opise ljudi, mjesta, događaja i situacija, priču, sastav u kome iznosi argumente za neko gledište i protiv njega.

Pri tome učenik/ca

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

#### GRAMATIKA I LEKSIKA

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

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

## 5. PRIMJER TESTA

### PRAVILA

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

Ispitni materijal biće zapakovan u posebne sigurnosne koverta, koje će se otvoriti pred učenicima neposredno prije početka ispita.

Na ispitu nije dozvoljeno

- lažno predstavljanje
- otvaranje ispitnih zadataka prije dozvoljenog vremena
- ometanje drugih učenika
- prepisivanje od drugog učenika
- korišćenje nedozvoljenog pribora i mobilnog telefona
- korišćenje rječnika
- oštećenje šifre na test-knjižici
- nepoštovanje znaka za završetak ispita

Dozvoljeni pribor: grafitna olovka i hemijska olovka/nalivpero.

Učenikov rad mora biti napisan hemijskom olovkom/nalivperom.

Nakon ispita, testovi će biti zapakovani i vraćeni u Ispitni centar, gdje će se organizovati ocjenjivanje.

## 1. SLUŠANJE

1.1 You will hear an interview with the musician Robbie Williams. He is talking about his depression, his memories of the time spent in the band *Take That*, his fame and his album *Rudebox*.

For sentences 1- 6, decide if each statement is true or false and put a tick (✓) in the appropriate box.

	TRUE	FALSE
1. Robbie Williams discovered his identity and music tastes in the eighties.	<input type="checkbox"/>	<input type="checkbox"/>
2. Robbie Williams feels sorry because he doesn't work with songwriter Guy Chambers.	<input type="checkbox"/>	<input type="checkbox"/>
3. Critics often attack his work and his music.	<input type="checkbox"/>	<input type="checkbox"/>
4. He feels better now than when he worked with <i>Take That</i> .	<input type="checkbox"/>	<input type="checkbox"/>
5. His favourite song is his own hit "Angels".	<input type="checkbox"/>	<input type="checkbox"/>
6. He does not feel comfortable when people recognise him.	<input type="checkbox"/>	<input type="checkbox"/>



### SAVJETI

Svaki tekst slušaćete dva puta.

Prije prvog slušanja imaćete dovoljno vremena da pročitate pitanja.

Za vrijeme prvog slušanja odgovorite na lakša pitanja.

Kod drugog slušanja odgovorite na preostala pitanja.

Poslije slušanja imaćete dovoljno vremena da prepisete odgovore na List za odgovore.

**1.2 You will hear a mother talking about her daughter's computer skills. For questions 1-6, choose the correct answer (A, B or C).**

1. What did Jennifer have problems with?
  - A. a computer game.
  - B. her daughter.
  - C. penguins.
  
2. Sarah is in grade
  - A. four.
  - B. five.
  - C. six.
  
3. What did Sarah's mother realise about Sarah?
  - A. Sarah liked Mozart a lot.
  - B. Sarah was a good dancer.
  - C. Sarah was the best person to help.
  
4. Which of the following is true about computer support specialists?
  - A. They are strong people.
  - B. They sell computers.
  - C. They solve problems.
  
5. What is an average annual salary of a computer specialist?
  - A. \$ 14,350
  - B. \$ 44,315
  - C. \$ 44,350

## 2. ČITANJE

2. 1. Read the text. For questions 1-9 choose the answer (A, B, C or D) which you think fits best according to the text.

In a moment we would stroll down to Circular Quay and catch a ferry across the harbour. Then we would go to Deirdre's house to gather up some towels and boogie boards, and go by car to Manly, a beach overlooking the Pacific. At Manly we would grab a bite of lunch, then have an energizing session of boogie boarding.

'Excuse me for interrupting,' I interrupted, 'but what is boogie boarding exactly?'

'Oh, it's fun. You'll love it,' she said lightly, but avoiding the straight answer.

'Yes, but what is it?'

'It's an aquatic sport. It's lot of fun. Isn't it lot of fun, Glenn?'

'Sure,' agreed Glenn, who was taking photographs of Deirdre and me in conversation.

'But what does it involve exactly?' I persisted.

'You take a kind of miniature surfboard and paddle out into the sea, where you catch a big wave and ride it back to shore. It's easy. You'll love it.'

'What about sharks?' I asked uneasily.

'Oh, there's hardly any sharks here. Glenn, how long has it been since someone was killed by a shark?'

'Oh, ages,' Glenn said, thinking. 'Couple of months at least.'

'Couple of months?' I squeaked.

'At least. Sharks are way overrated as a danger,' Glenn added. 'It's the rips that'll most likely get you.' He returned to taking pictures.

'Rips?'

'Underwater currents that sometimes carry people out to the sea,' Deirdre explained. 'But don't worry. That won't happen to you.'

'Why?'

'Because we're here to look after you. But if you're caught in a rip, the trick is not to panic.'

I looked at her. 'You're telling me to drown calmly?'

'No, no. Just stay calm. Don't try to swim against the current. Swim across it. And if you're still in trouble, just wave your arm like this' – she gave the kind of big, slow wave that only an Australian could possibly consider an appropriate response to a death-at-sea situation – 'and wait for the lifeguard to come.'

'What if the lifeguard doesn't see me?'

'He'll see you.'

'But what if he doesn't?'

But Deirdre was already going into the surf, with a boogie board under her arm.

Adapted from **Down Under** by Bill Bryson

1. The text is taken from
  - A. a history.
  - B. a scientific paper.
  - C. a user manual.
  - D. travel writing.
2. Where is the described event taking place?
  - A. in Australia
  - B. in California
  - C. in Florida
  - D. in Mexico

3. Boogie boarding is a sport similar to surfing. What is the difference?
  - A. You do not catch a wave.
  - B. You ride toward the beach.
  - C. You ride toward the open sea.
  - D. You swim through a wave.
  
4. In this particular beach
  - A. it is forbidden to swim because of sharks.
  - B. sharks never attack people.
  - C. sharks occasionally attack people.
  - D. there are no sharks.
  
5. What does Glenn suggest?
  - A. Rips are more dangerous than sharks.
  - B. Sharks and rips are equally dangerous.
  - C. Sharks are more dangerous than rips.
  - D. There are neither sharks nor rips in this particular beach.
  
6. The narrator is
  - A. not afraid of rips.
  - B. not afraid of sharks.
  - C. not too happy to go boogie boarding.
  - D. very enthusiastic to go boogie boarding.
  
7. How many of the three people have been to this beach before?
  - A. no one
  - B. only one
  - C. two
  - D. all of them
  
8. How did Deirdre answer the narrator's questions?
  - A. casually
  - B. laughingly
  - C. seriously
  - D. unkindly
  
9. What has Deirdre managed to convince the narrator?
  - A. She has not convinced him about anything.
  - B. The lifeguard would come.
  - C. The lifeguard would not come.
  - D. There is no need for a lifeguard.

2.2. Read the text. For questions 1-8 choose the answer (A, B or C) which you think fits best according to the text.

## It's Not Discipline, It's a Teachable Moment

Whether facing a toddler temper tantrum or a rude adolescent, every parent struggles to find the best way to discipline children.

But many parents fail. A recent study found that 1 in 3 say the methods they use simply don't work.

5 The problem may not be the kids so much as the way parents define discipline. Childhood health experts say many parents think discipline means punishment. But often the punishments parents use end up reinforcing the bad behavior instead of correcting it. Surprisingly, the most effective discipline typically doesn't involve any punishment at all, but instead focuses on positive reinforcement when children are being good.

10 Effective discipline is more difficult for busy parents because strategies that involve teaching and positive feedback take a lot more time than simple punishment, noted Dr. Shari Barkin, chief of the division of general pediatrics at the Monroe Children's Hospital.

15 It was Dr. Barkin's study of more than 2,100 parents that reported that 1 in 3 said they could not effectively discipline their kids. The findings, published last year in the journal *Clinical Pediatrics*, showed that parents often used the same punishments that their own parents had used on them. Forty-five percent reported using time-outs, 41.5 percent said they removed privileges, 13 percent reported yelling at their children and 8.5 percent said they used spanking "often or always."

20 Parents who resorted to yelling or spanking were far more likely to say their disciplinary approach was ineffective. Given that parents often don't admit to yelling and spanking, the study probably underestimates how widespread the problem of ineffective discipline really is, Dr. Barkin said.

25 Many parents' discipline methods don't work because children quickly learn that it's much easier to capture a parent's attention with bad behavior than with good. Parents unwittingly reinforce this by getting on the phone, sending e-mail messages or reading the paper as soon as a child starts playing quietly, and by stopping the activity and scolding a child when he starts to misbehave.

30 A better disciplinary method for younger children doesn't focus on bad behavior but on good behavior, Dr. Blum said. If children are behaving well, get off the phone or stop what you are doing and make a point to tell them that you wanted to spend time with them because they are so well behaved.

35 Discipline is more difficult in the teenage years as children struggle to gain independence. Studies show that punishments like grounding have little effect on teenagers' behavior. In several studies of youth drinking, drug use and early sex, the best predictor for good behavior wasn't punishment, but parental monitoring and involvement. The best methods of keeping teenagers out of trouble are knowing where they are, knowing who is with them, and spending time with them regularly.

That doesn't mean teenagers shouldn't be punished. But parents should set clear rules that allow children to earn or lose privileges, which gives them a sense that they control their destiny.

40 "You don't want kids to feel victimized or punished," said Dr. Ginsburg of Children's Hospital of Philadelphia. "You want them to understand that the freedoms they get are directly related to how they demonstrate responsibility."

45 Dr. Barkin said she believed the problem of ineffective discipline was getting worse, in part because reinforcing good behavior is far more time-consuming than punishment. Dr. Barkin noted that busy parents juggling work and family demands often are distracted by cellphones, e-mail and other media.

"We have these new forms of technology which urge us to be working all the time," Dr. Barkin said. "We are a distracted society. It's harder to turn off the media and turn on that personal engagement."

*Adapted from the New York Times*

**temper tantrum** – a sudden display of anger, esp. by a child

**spank** - to hit sb, esp. a child with an open hand on the bottom as a punishment

1. What should parents do in order to achieve effective discipline?
  - A. focus on the bad behaviour
  - B. involve punishment
  - C. use positive reinforcement for the good behaviour
  
2. Which of the following can be concluded from lines 9-16? ("Effective discipline... always.")
  - A. 2100 parents could not effectively discipline their kids.
  - B. Simple punishment is easier and less time-consuming for busy parents.
  - C. The majority of parents reported spanking 'often or always'.
  
3. According to lines 15-16, what percentage of parents used the most ineffective disciplinary approach?
  - A. 21,5%
  - B. 41,5%
  - C. 45%
  
4. Dr Barkin's study underestimates the problem of ineffective discipline. Why?
  - A. Parents often used the same punishments as their parents had.
  - B. Parents seldom admit to yelling and spanking.
  - C. Parents used effective disciplinary approaches.
  
5. What do children quickly learn about parents?
  - A. Parents don't go to work when children behave badly.
  - B. Parents easily work out what children want.
  - C. Parents pay attention when children behave badly.
  
6. How can parents keep teenagers out of trouble?
  - A. By giving teenagers independence.
  - B. By parental monitoring.
  - C. By using punishment.
  
7. Setting clear rules allow children
  - A. to be in charge of their destiny.
  - B. to earn privileges.
  - C. to get freedom.
  
8. What final point does Dr. Barkin make in lines 38-43?
  - A. It's not easy to deal with personal engagement because of the media.
  - B. It's urgent to introduce new forms of technology.
  - C. People can't work all the time because the media distracts them.

2.3. Read the text and choose from the titles A-I the one which fits each gap (1-8). There is one extra title which you do not need to use.



**WHEN FITNESS MEANS LIFE OR DEATH**

ARE YOU FIT ENOUGH TO SAVE YOUR OWN LIFE?

1. ....

That’s the premise of a new one-hour reality show from Discovery Health Television. Called ‘Fit to Live’, it’s based on Dr. Pamela Peeke’s book of the same name and explores the role physical fitness plays in helping humans survive life-or-death scenarios. Dr. Peeke, assistant professor of medicine at the University of Maryland and chief medical correspondent for Discovery Health Television, challenges five ordinary people with varying body types to determine if they have the basic level of endurance, strength and agility to survive extraordinary circumstances.

2. ....

‘I am redefining ‘fitness’ as a more comprehensive concept. I am asking people if they have the mental and physical ability to save their lives when taken out of their usual comfort zone,’ says Dr. Peeke. ‘When people think of fitness, they think of athletes, of biceps, going to the gym and doing exercise, running a marathon. But fitness isn’t that,’ Said Dr. Peeke. ‘Fitness is important for coping with life’s emergencies, big and small, whether it’s running to catch a plane or escaping from a sinking car or sprinting to snatch a child back from the curb or simulating an emergency rescue with a dummy the weight of an average

adult. What I’m trying to do is get people strong enough to be able to manage 21st-century living challenges.’

3. ....

‘This may sound unlikely, but my personal experience shows that fitness counts in an emergency. On September 11, 2001, I was on the ninth floor of the World Financial Center, which was just across the street from the World Trade Center. After the second plane struck the Trade Center, my building was evacuated. I was on the ninth floor and nine-floor descent doesn’t sound like much, but my group was stuck behind a slow-moving overweight woman. It took what seemed like forever to get out, and it was truly frightening,’ said Tara Parker-Pope, a Health and Wellness writer for the *New York Times*.

4. ....

‘Fit to Live’ is one of a series of reality TV shows about health like ABC’s ‘Fat March’ and NBC’s ‘The Biggest Loser’. But this show is unique. It is *not* a weight-loss contest. It is a fitness test to determine if someone, whether skinny or fat, is in good enough shape to save their own life. There are three levels of the Fit to Live experience. Are you Fit to Live to survive today’s world, to enjoy each moment and to challenge yourself. The goal is to be able to do all three.

5. ....

Out of hundreds who wanted to participate in *Fit to Live* show, five people were chosen because it was clear from the audition videotapes

that each of them really wanted to change. They showed they were ready to do the work necessary to become Fit to Live. They certainly represented a cross section of American society with a variety of careers and living situations.

6. ....

In the show the participants were given 10 minutes to escape a simulated fire in a 30-floor building. During the simulated emergency, they found stairways blocked and 'bodies' to rescue, and none of them managed to reach the safe area – the roof. 'They all died,' said Dr. Peeke. After the show they had to take part in an intensive four-week fitness and health course. During this training program Dr. Peeke and her team performed amazing mental and physical transformations – participants lost weight, their muscles grew and their medical conditions became much better.

7. ....

Christine, a young woman in her twenties, who took part in the program said: 'I was drinking fully sugared soda all the time and I was an emotional eater. I ate mindlessly, picking whatever was sitting around me. On the first day of the shoot, although I was overweight and completely out of shape, I did much better than I expected. I collapsed on the roof of the building after finally emerging from the

building and it took quite some time to catch my breath again. I was clearly not Fit to Live. I fought and struggled and won in the end. I learned the lesson of a lifetime. I was given a second chance to live and I went for it with all I had.'

8. ....

Dr. Peeke started out the book with her favorite quote from Charles Darwin who said that those who survive life are not the strongest physically or the smartest mentally. They are those who can adapt to life's challenges. It's all about how you can take what shows up in your life - the good as well as the bad. It means having mental, spiritual and physical flexibility. Wake up in the morning, and simply say to yourself 'OK, I'm ready for another day.' People who do this well, are indeed Fit to Live their life.

*New York Times (adapted)*

- A. A participant's story
- B. After the course the participants managed to do the task
- C. Different definitions of fitness
- D. Fitness is important in an emergency
- E. The choice of participants in the reality show
- F. The participants change during the course
- G. The qualities of people who are fit to live their lives
- H. This reality show is not like other shows about health
- I. What a new reality show is about

### 3. GRAMATIKA I LEKSIKA

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

Example: (0) 1 A should      B can      **C must**      D may

#### Are 'all-natural' products really better?

Unless you've slept through the last decade, you know that protecting the environment is a **(0)**..... . But when it **(1)** ..... to beauty products, natural doesn't always equal pure and doesn't **(2)** ..... mean better. Before rushing to the register with your 100 percent green beauty cosmetics, **(3)** ..... a few things.

According to the FDA (Food and Drug Administration), the **(4)** ..... 'natural' is used very loosely in the cosmetics world; any company can **(5)** ..... a product natural. Truly natural products are made from plant-based (as opposed to man-made) ingredients and do not **(6)** ..... artificial dyes and fragrances. The advantage: plant-based ingredients are renewable **(7)** ..... that are safer for the environment than certain man-made or natural, but highly processed ones (which can produce toxic **(8)** ..... during the manufacturing process). The disadvantage: some natural ingredients, which help keep products germ-free, aren't as effective as their synthetic match. Since natural ingredients haven't been **(9)** ..... as much as man-made ones, you shouldn't assume they're gentler, especially if you're allergy-prone or have **(10)** ..... skin.

- |    |               |              |               |                |
|----|---------------|--------------|---------------|----------------|
| 1  | A arrives     | B comes      | C reaches     | D refers       |
| 2  | A absolutely  | B definitely | C necessarily | D obligatorily |
| 3  | A consider    | B consult    | C study       | D think        |
| 4  | A definition  | B idea       | C phrase      | D term         |
| 5  | A baptize     | B call       | C entitle     | D name         |
| 6  | A contain     | B enclose    | C incorporate | D involve      |
| 7  | A essences    | B resources  | C matters     | D supplies     |
| 8  | A debris      | B loss       | C rubbish     | D waste        |
| 9  | A examined    | B reviewed   | C searched    | D tried        |
| 10 | A sensational | B sensible   | C sensitive   | D sensory      |

**3.2. Read the text write the correct forms of the verbs in brackets.**

**24-HOUR WATCH TO SAVE BLACK RHINO**

Conservationists are willing to use any methods to save the life of a baby black rhino who (0) is (be) completely blind. The rhino, which has been named Max, is one of the rarest animals on the planet. But because of his total blindness his mother

(1) ..... (reject) him. Now an animal charity  
(2) ..... (spend) tens of thousands of pounds  
(3) ..... (ensure) that Max can survive. A keeper  
(4) .....(sleep) in his enclosure feeding him every four hours, including waking in the night, to keep his strength up. He (5) .....  
(feed) 30 pints of expensive Lactogen milk every single day.

'It's very rare for a black rhino to be completely blind. In fact, we (6) .....  
(never/have) one before,' said volunteer Victor Matumah. 'The keepers were out on the reserve one day and heard him (7) ..... (cry). When they found him at first they hoped his mother (8) .....  
(come back). But after a while it was clear he (9) .....  
(abandon).'

Soon Max (10) ..... (undergo) a cataract operation to try and regain sight in one eye.

Adapted from *the Observer*

**3.3. Fill in the blanks with the correct form of the words in brackets.**

**MOUNTAIN BIKING**

Mountain biking is becoming an increasingly popular sport, as people are more interested in keeping fit. It is not only a (1) ..... **(pleasure)** way of improving your (2) ..... **(fit)**, but also one of the best ways to explore the countryside. However, it is important to follow a few simple rules. If not, you could damage the environment and spoil other people's (3) ..... **(enjoy)**. Cyclists must pay attention to the type of path they are on. Some paths are only designed for people who are on foot, so if you are cycling on these, you have to be (4) ..... **(care)**. Always carry the right (5) ..... **(equip)** and clothing for unexpected conditions, or you could create problems for yourself.

**3.4. Transform the following sentences using the given word(s) so that they have a similar meaning. You can use no more than five words including the given word.**

**Example:**

Our team has won.

**CLAIMED**

They ... *claimed that their team had* won.

1. You were late, so you missed the match.

**WOULDN'T**

If you hadn't been late, ..... the match.

2. I am sorry I forgot your birthday.

**WISH**

I ..... your birthday.

3. Jack asked Ann: 'Do you like this kind of music?'

**IF**

Jack asked Ann ..... that kind of music.

4. I can't find my pen. I'm sure somebody has borrowed it.

**MUST**

I can't find my pen. Somebody must ..... it.

5. At the moment, he is collecting old books for school libraries.

**COLLECTED**

At the moment, old books ..... for school libraries.

## 4. PISANJE

**4.1.** You have just returned from a trip to Florida. You flew there and back with Ocean Air. You decide to write to the airline to complain about your flight and ask for some money back. Write 80-120 words.

Read the advertisement and the notes you made and then, using the information, write a letter to the airline. Do not include your name and address.

### FLY OCEAN AIR TO FLORIDA

We offer:

- 4 flights a day - *late boarding*
- wide, comfortable seats - *narrow, uncomfortable seats*
- friendly, well-trained staff - *quite rude*
- a good choice of food (no problems with special diets)
  - *no vegetarian food for me!*
- the latest in-flight entertainment
  - *the movie has already been on TV!*

Phone **0182-66345** now or see your Travel Agent for more details!

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#### SAVJETI

Sastav treba da ima formu pisma, da počinje formalnim obraćanjem, jasnim zahtjevom zbog čega pišemo.

Treba uključiti sve zadate elemente, jer svaki od njih se boduje.

Na testu ne treba pisati svoje ime zbog objektivnosti ocjenjivanja.



## 6. RJEŠENJE TESTA I NAČIN OCJENJIVANJA

### Slušanje

Ukupno 25 bodova

#### Zadatak 1.1

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

#### Zadatak 1.2

1 – A    2 – B    3 – C    4 – C    5 – C

### Čitanje

Ukupno 25 bodova

#### Zadatak 2.1.

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

#### Zadatak 2.2.

1C    2B    3A    4B    5C    6B    7C    8A

#### Zadatak 2.3

1I    2C    3D    4H    5E    6F    7A    8G    B je suvišan

### Gramatika i leksika

Ukupno 25 bodova

#### Zadatak 3.1

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

#### Zadatak 3.2.

1. has rejected/rejected
2. is spending
3. to ensure
4. sleeps
5. is fed
6. have never had
7. cry/crying
8. would come back
9. had been abandoned/was abandoned
10. will undergo, is undergoing

#### Zadatak 3.3.

1. pleasant (pleasurable)
2. fitness
3. enjoyment
4. careful
5. equipment

#### Zadatak 3.4.

1. ... you wouldn't have missed ...
2. ... wish I hadn't forgotten ...
3. ... if she liked ...
4. ... have borrowed...
5. ... are being decorated ...

## PISANJE

Ukupno 25 bodova

### Zadatak 4.1

Pisanje poruke/pisma od 80 do 120 riječi – 40% ili 10 bodova

### Zadatak 4.2

Pisanje sastava od 120 do 180 riječi – 60% ili 15 bodova

### Kriterijum za ocjenjivanje pisanja – poruka, imejl od 80 do 120 riječi

	Sadržaj	Leksika	Gramatika	Koherentnost i kohezija
CILJ	Ocjenjuje se da li → poruka/pismo odgovara temi su prisutni svi zadati elementi odgovara forma sastava (poruka)	Ocjenjuje se → formalno/neformalno obraćanje (registar) → upotreba riječi, fraza, idioma; kolokacije → pravopis (pravilno pisanje riječi, interpunkcija)	Ocjenjuje se pravilna upotreba jezičkih struktura na nivou → oblika riječi → fraza → klauza → rečenica	Ocjenjuje se → cjelovitost teksta, → upotreba riječi i sintagmi kojima se povezuju ideje
BROJ BODOVA	<b>2</b> → tekst u potpunosti odgovara postavljenoj temi prisutni su svi zadati elementi upotrijebljena je odgovarajuća forma	<b>3</b> → odgovarajući registar → odgovarajući vokabular → minimalne greške (do 2 ili 3)	<b>2</b> → prikladnost u upotrebi jezičkih struktura, mali broj grešaka	<b>1</b> → povezanost na nivou teksta → upotreba riječi i sintagmi kojima se povezuju ideje
	<b>1</b> → tekst odgovara postavljenoj temi, ali nedostaje do pola zadatih elemenata; ili je 20-30% teksta irelevantno za zadatak temu	<b>2</b> → uglavnom odgovarajući registar → standardni izrazi i fraze/ reprodukcija, greške pri upotrebi složenijeg jezika → povremene greške u pisanju	<b>1</b> → ograničena upotreba standardnih jezičkih struktura, povremena nerazumljivost → brojne greške (do 50%)	<b>0</b> → nepovezanost na nivou teksta
		<b>1</b> → djelimično odgovarajući registar (do 50% odstupanja) → ograničena upotreba riječi → brojne/česte greške	<b>0</b> → nerazumljivost → brojne greške (više od 50%)	
		<b>0</b> → djelimično odgovarajući registar (više od 50% odstupanja) → ograničena upotreba riječi → brojne/česte greške (više od 50%) → upotreba neprimjerenih riječi		
<b>0</b> prazno/nema odgovora <b>III</b> nerazumljivo <b>III</b> nečitko <b>III</b> promašena tema <b>III</b> nijedan zadati element nije prisutan <b>III</b> upotrijebljeno manje od 50% od zadatog broja riječi				

## Kriterijum za ocjenjivanje pisanja – sastav od 120 do 180 riječi

	Sadržaj	Leksika	Gramatika	Koherentnost i kohezija
CILJ	Ocjenjuje se da li → sastav odgovara temi → su prisutni svi zadati elementi → odgovara forma sastava (pasusi, pismo...)	Ocjenjuje se → formalno/neformalno obraćanje (registar ) → upotreba riječi, fraza, idioma; kolokacije → pravopis (pravilno pisanje riječi, interpunkcija)	Ocjenjuje se pravilna upotreba jezičkih struktura na nivou → oblika riječi → fraza → klauza → rečenica	Ocjenjuje se → cjelovitost teksta, pasusa → upotreba riječi i sintagmi kojima se povezuju ideje
BROJ BODOVA	<b>2</b> → sastav u potpunosti odgovara postavljenoj temi i upotrijebljena je odgovarajuća forma <b>iii</b> → prisutni su svi zadati elementi i upotrijebljena je odgovarajuća forma	<b>4</b> → odgovarajući registar <b>i</b> → odgovarajući vokabular uz minimalne greške	<b>4</b> → raznovrsnost i prikladnost u upotrebi jezičkih struktura, skoro bez grešaka	<b>2</b> → dobra povezanost na nivou teksta <b>i</b> → dobra povezanost na nivou pasusa <b>i</b> → raznovrsna upotreba riječi i sintagmi kojima se povezuju ideje
	<b>1</b> → sastav djelimično odgovara postavljenoj temi, <b>ali</b> nedostaje do 50% zadatih elemenata ili je polovina teksta irelevantna <b>iii</b> → sastav uglavnom odgovara postavljenoj temi, <b>ali</b> nije upotrijebljena odgovarajuća forma (nema pasusa/ljubaznih fraza, pozdrava u pismu...) <b>iii</b> → nedostaje 30-50% riječi	<b>3</b> → uglavnom odgovarajući registar uz povremenu upotrebu kratkih formi/govornog jezika (20% odstupanja); jednostavan, prikladan rječnik uz povremene greške u pisanju ili izboru riječi (20%);	<b>3</b> → odgovarajuća upotreba jezičkih struktura uz mali broj grešaka (do 20%)	<b>1</b> → dobra povezanost na nivou teksta uz povremenu nepovezanost na nivou pasusa <b>iii</b> → dobra povezanost na nivou teksta i pasusa uz upotrebu osnovnih riječi i sintagmi kojima se povezuju ideje
		<b>2</b> → djelimično odgovarajući registar <b>i/iii</b> → ograničena upotreba riječi uz brojne/česte pravopisne greške (do 40%), uglavnom razumljivo	<b>2</b> → upotreba standardnih jezičkih struktura uz povremene greške (do 30%), rijetko nerazumljiv	<b>0</b> → nepovezanost na nivou teksta i pasusa
		<b>1</b> → djelimično odgovarajući registar (do 50% odstupanja) <b>i/iii</b> → veoma ograničen vokabular sa vrlo čestim greškama	<b>1</b> → ograničena uporeba standardnih jezičkih struktura, povremena nerazumljivost uz brojne greške (do 50%)	
		<b>0</b> → neodgovarajući registar <b>i/iii</b> → veoma ograničen vokabular sa vrlo čestim greškama (više od 50%), često nerazumljivo → upotreba neprimjerenih riječi	<b>0</b> → brojne greške (više od 50%), česta nerazumljivost	

### 0 bodova

prazno/nema odgovora **iii** nerazumljivo **iii** nečitko **iii** promašena tema **iii** nijedan zadati element nije prisutan **iii** upotrijebljeno manje od 50% od zadatog broja riječi

## Test razumijevanja slušanog teksta - tekstovi za slušanje

### TEKST 1

**You will hear an interview with the musician Robbie Williams. He is talking about his depression, traumatic memories of his Take That times, the addiction to recognition and his new album "Rudebox".**

**SPIEGEL:** Mr Williams, several lyrics of your new album "Rudebox" that will hit the market next week are about the same theme: Robbie Williams. Are you your greatest fan?

**WILLIAMS:** Well spotted. But everything I do has to do with me. And before you ask: Yes, the album is therapeutic. Plus it is nostalgic.

**SPIEGEL:** You mean because it reminds you of the eighties? A decade that you experienced as a teenager and that many music critics see as the synonym for bad taste.

**WILLIAMS:** But the one in which I first developed something like an identity. I discovered my love for pop. I was enthusiastic about hip-hop and break dance and found everything great that somehow sounded electric. And I tie my album to the first memories. It's the first real Robbie Williams album.

**SPIEGEL:** For whom did you do your previous album "Intensive Care" then? Not for the about six million buyers?

**WILLIAMS:** Of course, but also for all who still think I am a pop marionette. A lively pop-doll, that dances and sings when a clever magician pulls the invisible strings in the background.

**SPIEGEL:** The puppet-player was songwriter Guy Chambers, with whom you worked together?

**WILLIAMS:** Yes, before "Intensive Care". That was the reason why I parted from him. Many critics believed that I had only little influence on the music and lyrics. So they expect that his farewell would be my sure end. I wanted to prove with "Intensive care" and now also with "Rudebox" that I can record a successful Robbie Williams album without him. I wanted respect from the people that didn't even trust me on tying my own shoelaces. Apart from that I wanted to like myself for once.

**SPIEGEL:** Isn't it much more difficult to please yourself then it is to please other people?

**WILLIAMS:** Indeed, that is the most difficult thing. I loved all my records until some critic punished them with so much hatred that it was hard for me to still like them. I still don't like to listen to some of my old songs anymore. But time heals the wounds and I rediscover even some of my old records.

**SPIEGEL:** You have sold more than 50 Million records and fill football stadiums around the planet. Isn't that enough to give you self-confidence? Why is it so hard for you to deal with critique?

**WILLIAMS:** Because it is never about my work, about my music. The attacks are always targeted at me personally. I long for objectivity. Is that too much to ask for? I only want my music to be loved – and me myself a bit too of course.

**SPIEGEL:** Some of your new lyrics read as if they are the result of psychological therapy in which you analyse your time with Take That. Why do you still occupy yourself with that phase?

**WILLIAMS:** There's a lot of sadness inside of me. Let's call it melancholy. But I am not irreconcilable. On the one hand some of my old mates didn't make it easy for me to like them. On the other hand after every attack of melancholy I'm in a good mood for a while.

**SPIEGEL:** The biography "Feel" that came out two years ago reported about your depression. It doesn't seem like you're much better today.

**WILLIAMS:** Surely. There were times it made me feel down when I just thought about Take That. From one to the other moment I felt horrible. Then I wished I could turn back time and a few things different in my life. But I'm over that. I know that I feel much better today, that there is a lot less pain I'm feeling than I did some years ago. Maybe that is because I write songs about my problems, maybe that is because I am getting older. Maybe it's a bit of everything.

**SPIEGEL:** At the start of your career you said you envy all the people who are more successful than you. Is that still true?

**WILLIAMS:** Today I know how foolish that was. But of course it's easy to say that when you're very successful. Greed is human and ugly but natural. I wish I was free of that today but I'm still not totally. But at least I am aware about that.

**SPIEGEL:** What are you jealous about?

**WILLIAMS:** About good songs.

**SPIEGEL:** The last good song you have heard?

**WILLIAMS:** "Angels".

**SPIEGEL:** That's your own hit.

**WILLIAMS:** Right. I'd rather like to say whom I adore: the U2 singer Bono for example, because it seems he can deal with people very relaxed. But if you insist on an answer: I envy the people whose life is less complicated than mine.

**SPIEGEL:** A complicated life is a normal consequence of fame.

**WILLIAMS:** I know. You get used to it and still you're shocked every now and then. If I would go down to the hotel bar now, everyone in the room would stare at me. Even if most people try to do it decently I feel the eyes on me. And that's shocking in time and again.

**SPIEGEL:** When was the last time you did not get recognised?

**WILLIAMS:** When I was sitting alone in my room a few minutes ago.

**SPIEGEL:** Mr Williams, thank you very much for this talk.

## TEKST 2

**You will hear a mother talking about her daughter's computer skills.**

### COMPUTER PROBLEMS? CALL A 9-YEAR-OLD

My friend Jennifer called last week with a problem. Nobody in her family knew how to decorate her daughter's house in Club Penguin, a popular children's Internet game. It was an emergency, and I got the call for help on my answering machine. "I'm not really good with computers," Jennifer's voice said apologetically. "So I was wondering if you could help tomorrow."

We're the family in our street that people always phone when they need help with their computers. Unfortunately, my husband was unavailable. And I barely know how to use the technology in my own home. But even as I tried to remember which buttons to press to delete her message, I heard Jennifer's voice say: "If so, could you please send over Sarah?" My daughter Sarah? The fifth-grader??

I realised that Jennifer is right. Of all of us, Sarah was the one whose fingers danced across the laptop like Mozart played the piano.

I found her in her bedroom, composing an e-mail message to remind her father to bring home his Mac with the new Windows emulator on it. She has been asking him to do it for weeks. "Can you visit Jennifer tomorrow?" I asked. "Let me check," she said, clicking on her Google calendar. "O.K., but I have to be back for a play date at noon."

And that was how my youngest daughter officially entered the work force as a computer support specialist. It's a job that requires strong problem-solving skills and paid an average annual salary of \$44,350. There were 514,460 people who had this job title last year.

I guess most of them were older than 9. But who knows? Things change so quickly that the expertise you have as a 9-year-old may be out-of-date by the time you're 12 or 13. You need to keep an eye on young children who know what you don't. Who knows how much time Sarah has before some smarter 5-year-old starts beating her in the computer lab at school?

The next day, Jennifer paid Sarah \$10 for an hour's work. Then Sarah went home, found her father struggling with the Windows emulator, and explained that to quit it, it was first necessary to shut down all the windows. Or something like that.

# LISTOVI ZA ODGOVORE

Učenici će uz test dobiti i List za upisivanje odgovora na zadatke višestrukog izbora. Potrebno je da na odgovarajuće mjesto prepišu svoje odgovore.



## MATURSKI ISPIT LIST ZA ODGOVORE Engleski jezik

Šifra učenika

1. test-knjžica

1. strani jezik

Označavati ovako:

### 1. Listening

1.1. zad. T. F.

1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>

1.2. zad. A. B. C.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. Reading

2.1. zad. A. B. C. D.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2. zad. A. B. C.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3. zad. A. B. C. D. E. F. G. H. I.

1.	<input type="checkbox"/>								
2.	<input type="checkbox"/>								
3.	<input type="checkbox"/>								
4.	<input type="checkbox"/>								
5.	<input type="checkbox"/>								
6.	<input type="checkbox"/>								
7.	<input type="checkbox"/>								
8.	<input type="checkbox"/>								

MATURSKI ISPIT  
LIST ZA ODGOVORE  
Engleski jezik  
1. strani jezik

Šifra učenika

2. test-knjžica

Označavati ovako: 

## 3. Vocabulary and grammar

3.1. zad.      A.    B.    C.    D.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7. LITERATURA

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