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## KATALOG MATURSKOG ISPITA U GIMNAZIJI, TEHNIČKOJ I UMJETNIČKOJ SREDNJOJ ŠKOLI

# Engleski jezik



**TUZLA, 2019. godine**

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### **Napomena:**

U izradi kataloga je korištena metodologija navedena u predmetnim katalogima u državnim maturama u zemljama bližeg okruženja



## 1. UVOD

Maturalni/ završni ispit u srednjim školama TK (gimnazije, tehničke, umjetničke, vjerske i stručne škole) proizilazi iz obaveze regulisane u članu 89. Zakona o srednjem obrazovanju i odgoju ("Službene novine TK" broj 17/ 2011). Metodologija planiranja, organizacije i implementacije maturalnog/ završnog ispita je detaljnije definisana u Pravilniku o polaganju maturalnog ispita u gimnaziji, tehničkoj i umjetničkoj srednjoj školi na području tuzlanskog kantona ("Službene novine TK" broj 02/ 2019).

Engleski jezik kao prvi strani jezik je obavezan predmet u okviru integralnog testa na nižem nivou. Pored ovog testa učenici koji imaju engleski jezik kao izborni predmet će polagati i ispit na višem nivou.

Ispitni katalog za eksternu mature iz engleskog jezika u srednjim školama TK je temeljni dokument ispita kojim se jasno opisuje što će se i kako ispitivati na eksternoj maturi iz ovoga predmeta na višem i osnovnom nivou. Predmet engleski jezik se polaže kao jedan od općeobrazovnih predmeta.

Ispitni katalog sadrži sve potrebne informacije i detaljna pojašnjenja o obliku i sadržaju ispita. Njime se jasno određuje što se od učenika očekuje na ispitu iz predmeta engleski jezik u okviru integralnog testa i na ispitu na višem nivou.

Osnovni nivo iz engleskog jezika u okviru integralnog testa se temelji na presjeku obrađenih sadržaja i tematike u svim srednjim školama u prva dva razreda.

Viši nivo ispita iz engleskog jezika se zasniva na zajedničkim sadržajima koji su obrađeni u svim srednjim školama u svim razredima.

Svi sadržaji na ispitu iz engleskog jezika su grupisani u tri područja na nivou za integralni test i 4 područja na višem nivou. Obrazovni ishodi su definisani na tri nivoa za svako područje.

Poglavlja koja su naznačena u ovom katalogu su:

1. Ciljevi
2. Spisak tematskih cjelina predmetnih sadržaja
3. Ishodi učenja
4. Struktura ispita
5. Tehnički opis ispita
6. Opis bodovanja
7. Primjeri zadataka s detaljnim pojašnjenjem
8. Priprema za ispit.

Nakon uvoda i ciljeva ispitivanja, katalog sadrži tematske oblasti iz Engleskog jezika, kao i ishode učenja po nivoima. Pored tematskih cjelina naveden je i vokabular koji prati svaku tematiku i jezičke cjeline koje se obrađuju za ispit. Ishodi učenja su urađeni na osnovu CEFR ishoda, čime je učenicima i profesorima detaljnije pojašnjena struktura ispita. Ovo poglavlje se bavi ishodima učenja, odnosno indikatorima znanja koje učenik treba imati za polaganje ovog ispita.

Zatim je pojašnjena struktura i oblik ispita, vrste zadataka te način provedbe i vrednovanja pojedinih zadataka i ispitnih cjelina. U posljednjem poglavlju dati su savjeti učenicima koji će im pomoći u pripremi ispita.

## 2. CILJEVI

Ciljevi mature, prema Pravilniku o polaganju maturalnog/završnog ispita su:

- a) provjera dostignutog nivoa ishoda učenja u skladu sa nastavnim planom i programom gimnazija, srednjih tehničkih i umjetničkih škola;
- b) stvaranje pretpostavki za nastavak obrazovanja (član 2).

U eksternoj maturi svi učenici, koji završavaju srednju školu, polažu isti test. Obzirom na složenost i šarolikost u nastavnim planovima i programima:

- različiti broj nastavnih sati na sedmičnom nivou,
- nastava po modularnim programima,
- nastava zasnovana na ishodima učenja, itd.,

morao se odrediti presječni fond nastavnih sadržaja koje svi učenici izučavaju u svim razredima, naročito u prva dva razreda što treba biti osnova za kreiranje integralnog testa.

Opći cilj ispita provjera u kojoj mjeri učenici vladaju engleskim jezikom u komunikaciji, čitanju i korištenju engleskog jezika u različitim situacijama.

### 3. SPISAK TEMATSKIH CJELINA PREDMETNIH SADRŽAJA

#### 3.1. Integralni ispit

1. PORODICA, ŽIVOTNA DOB I FAZE ŽIVOTA (Ages and stages of life; The family)
2. TV, MUZIKA, POZORIŠTE I UMJETNOST (TV programmes; Film and TV extras; Art; Theatre; Music; Artists; Art and culture; Book vs film; Fiction vs non-fiction; Culture and entertainment )
3. ZDRAVLJE I HRANA (Parts of the body; Basic physical activities; Food and drink; Healthy food; Ordering food; Containers)
4. ZANIMANJA (Jobs and works; Places of work, Personal qualities)
5. OKOLIŠ (Geographical features; The environment; The world around you)
6. PRIJATELJSTVO I OSJEĆANJA (Friendships; Personal well-being; Feelings; Personality; Social problems )
7. SPORT (Sports; sports and equipment)
8. STANOVANJE (Rooms; household objects; jobs around the house)

#### JEZIČKI SADRŽAJI

##### Imenice - Nouns

- Regular plural
- Plural of nouns ending in -f, -y, -o, -s, -x, -sh, -ch
- Irregular plural (man, woman, child)
- Countable/ uncountable nouns (More + countable/ uncountable nouns
- Less + uncountable nouns)
- Noun suffixes (-ment – ion, -ence; -ness, -ship, -dom)
- Compound nouns connected with health and medicine

##### Zamjenice - Pronouns

- Personal pronouns (singular plural, subject/object case)
- Demonstrative pronouns: this, that these, those
- Possessive pronouns (mine, yours, his, hers, ours, theirs)
- Interrogative pronouns: who, whose, what
- Partitive pronouns: some (body,-thing) any(body, -thing), no(body, -thing) in determiner and nominal function
- Relative pronouns: who, whose, whom, which, that, what
- Reflexive pronouns: myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, themselves

##### Članovi - Articles

- Indefinite/ definite/ zero

##### Pridjevi - Adjectives

- Possessive adjectives: my, your, his, her, its, our, their
- Demonstrative adjectives: this, that, these, those
- Interrogative adjectives: which, what, whose
- Adjectives denoting nations
- Comparison regular and irregular (good, bad), equal
- Quantifiers: some, any, many, much, a little, a few, a lot of

##### Predlozi - Prepositions

- Prepositions denoting place, time, direction

## **Glagoli - Verbs**

- Present simple
- Present continuous (real present, future plans)
- Future (will)
- Past simple
- Past continuous
- Present perfect
- Passive Voice: (present simple and past simple)
- Stative verbs (look, feel, sound, smell, taste + adjective)
- Going to (intention)
- Modal verbs and expressions:
  - Can (ability, possibility, permission, suggestion),
  - Could (polite request)
  - May (possibility)
  - Might (suggestion)
  - Shall (suggestion)
  - Should (advice)
  - Will/won't (offer, willingness, refusal)
  - Would like (wish)
  - Would ... like? (invitation, offer)
  - Would rather + bare infinitive
  - Must/Mustn't (obligation, prohibition)
  - Have (got) to (obligation)
  - Had better + bare infinitive
  - Ought to (desirability)
  - Used to
  - Infinitive (purpose)
  - Reported speech (statements, questions, commands) with say, tell, ask

## **Prilozi - Adverbs**

- Interrogative adverbs: how, where, why, when, how much, how many
- Relative adverbs: where
- Adverbs of manner (regular), irregular (fast, well)
- Adverbs and adverbial phrases of time: ago, yesterday, last night, this evening, tomorrow, then, finally, yet, already, just, since, for
- Adverbs of frequency

## **Veznici - Conjunctions**

- and, but, or, because, although, while, as, if

## **Rečenice - Clauses**

- Conditional clauses (type 0, 1 and 2)
- Clauses of time (before, when)

## **3.2. Ispit višeg nivoa**

### **TEMATSKE CJELINE**

#### **Napomena:**

Tematske cjeline koje su uključene u test višeg nivoa uključuju i cjeline iz integralnog ako one nisu ovdje navedene:

- Family and relationships (relatives, ages, stages of life, celebrations)
- Body (parts of the body, illnesses, health, body idioms, fitness)
- Jobs and work (types of jobs, life and career developments, jobs of the future, interviews, verb-noun collocations)
- ICT (computer and computing, the Internet, communication)
- Money (money, banking, shopping, advertising, buying, selling, collocations and idioms connected to advertising)

- Entertainment and Leisure (hobbies, TV programmes, books, music, film, media, compound nouns and adjectives)
- The environment (climate, weather, geographical features)
- Travel, holidays, transportation, accommodation
- Sport (kinds of sport, facilities, equipment, movement)
- House and home (buildings, appliances)
- Personal feelings, opinions, experiences
- Places (countryside, town, city, facilities, traffic)
- Food and drink
- Education (university, school)

## **JEZIČKE CJELINE**

(cjeline sa ispita višeg nivoa uključuju sve cjeline iz integralnog ispita i cjeline koje slijede)

Articles

Present Simple vs Present Continuous

Past Simple vs Past Continuous

Some/ any/ much/ many

Present Perfect Simple Vs Past Simple

Present Perfect Continuous vs Present Perfect Simple

Comparative and superlative- adjective and adverbs

Going to – Future Simple

Expressing future: Going to – Future Simple- Present Continuous – Present Simple

Modals- obligation, prohibition, advice – present and past

Past Perfect Simple – Past Simple - Past Perfect Continuous

Reported speech statement

Reported speech – questions and command

Passive

Passive with two objects

State vs action verbs

Used to

Future Simple - Future Continuous - Future perfect Simple

Future perfect Simple - Future perfect Simple

0, 1st, 2nd and 3rd conditional

Defining and non defining relative clauses

Gerund and infinitives

Other reporting structures

Passive with 2 objects

Future activities in the past

Mixed conditionals

Question tags

Modals of speculation, deduction, prohibition

Verb+ing and infinitive

Verb+Object+ing and infinitive

Inverted conditions

Cleft sentences

Impersonal reported structure

## 4. ISHODI UČENJA

### 4.1. Integralni ispit

ENGLJSKI JEZIK ISHODI UČENJA PO NIVOIMA			
OBLASTI	NIŽI – A1	SREDNJI – A2	VIŠI – B1
Gramatika	Prepoznaje proste i složene rečenice jednostavnog gramatičkog oblika	Razlikuje proste i složene rečenice složenog gramatičkog oblika	Analizira zavisne i nezavisne rečenice i složene gramatičke oblike Primjenjuje pravilne gramatičke oblike i strukture
Vokabular	Prepoznaje nove riječi i jezične strukture Obogaćuje vokabular, prepoznaje jezične strukture i zakonitosti Koristi uobičajen vokabular povezan s temama prikladnim dobi i interesima.	Istražuje nove izraze i fraze i povezuje jezičke strukture i zakonitosti u svakodnevnim sadržajima Razvija svijest o različitosti upotrebe jednostavnih i nešto složenijih jezičkih struktura Primjenjuje izraze koji koristi za zadovoljenje konkretnih svakodnevnih potreba. Usvaja i ispravno koristi nove riječi i izraze	Istražuje riječi i izraze i tumači jezičke strukture i zakonitosti u općim i stručnim sadržajima Provjerava i koriguje vlastito razumijevanje nešto složenijeg slušanog sadržaja koristeći stečena znanja o jezičnim zakonitostima i strukturama. Primjenjuje elementarnu leksiku i koristi ograničen broj stručnih termina.
Čitanje	Čita tekstualne cjeline o uobičajenim temama povezuje informacije iz različitih sadržaja i izvora Čita i pokazuje razumijevanje jednostavnih tekstova  Čita i razumije jednostavne tekstove konkretnog sadržaja o uobičajenim temama i naglašenom upotrebom svakodnevnog vokabulara	Čita tekstove o praktičnim i značajnim situacijama iz života i struke, povezuje informacije iz različitih izvora i donosi zaključke Čita i pokazuje razumijevanje jednostavnih tekstova konkretnog sadržaja o uobičajenim temama i pronalazi konkretne informacije Čita i razumije, čak i bez pripreme, duže tekstove koji se tiču praktičnih i važnih strana života.	Čita i pokazuje razumijevanje i procjenjuje glavne ideje kratkih tekstova Čita i razumije nekoliko stranica teksta koji obrađuju stručne i povremeno apstraktne teme (novinske članke, specijalizirane članke iz svoje struke, izvještaje i detaljna uputstva, književne tekstove).

### 4.2. Ispit višeg nivoa

ENGLJSKI JEZIK ISHODI UČENJA PO NIVOIMA			
OBLASTI	NIŽI – B1	SREDNJI – B2.1	VIŠI – B2.2
Slušanje	Koristi intonaciju, kontekst i vlastito iskustvo kako bi lakše razumio duži slušani sadržaj o općim i/ili stručnim temama. Pokazuje razumijevanje dužih sadržaja opće i/ili stručne tematike izgovorenih polako na jednoj od standardnih varijanti. Provjerava i koriguje vlastito razumijevanje nešto složenijeg slušanog sadržaja koristeći stečena znanja o jezičnim zakonitostima i strukturama.	Pokazuje razumijevanje dužih sadržaja opće i/ili stručne tematike koji su izgovoreni brzinom svojstvenoj izvornim govornicima na jednoj od standardnih varijanti. Koristi stečena znanja o stranoj kulturi i jeziku (intonacija, pauze, ritam, emocije izražene u tekstu, upotreba glagolskih vremena) kako bi razumio duži slušani sadržaj o općim i stručnim temama.	Pokazuje razumijevanje dužih sadržaja o poznatim i nepoznatim temama izgovorenih brzinom svojstvenoj izvornim govornicima na jednoj od standardnih varijanti kao i suštine sadržaja izgovorenog na jednom od dijalekata. Koristi stečena znanja o stranoj kulturi i jeziku (intonacija, pauze, ritam, obrasci ponašanja, formalni/neformalni jezik, akcent, upotreba glagolskih vremena) kako bi razumio duži slušani sadržaj o poznatim i nepoznatim temama. Koristi stečena znanja o jezičnim zakonitostima i strukturama i selektuje informacije koje su mu potrebne za razumijevanje složenijih slušanih sadržaja.

Čitanje	Čita tekstove o praktičnim i značajnim situacijama iz života i struke, povezuje informacije iz različitih izvora i donosi zaključke Čita i pokazuje razumijevanje jednostavnih tekstova konkretnog sadržaja o uobičajenim temama i pronalazi konkretne informacije Čita i razumije, čak i bez pripreme, duže tekstove koji se tiču praktičnih i važnih strana života.	Čita i pokazuje razumijevanje i procjenjuje glavne ideje kratkih tekstova. Čita i razumije nekoliko stranica teksta koji obrađuju stručne i povremeno apstraktne teme (novinske članke, specijalizirane članke iz svoje struke, izvještaje i detaljna uputstva, književne tekstove).	Samostalno čita i razumije duge i složene tekstove višestruke namjene i iz različitih područja (novine, časopise, književne i naučne tekstove) koji mu mogu biti djelimično poznati ili nepoznati. Kritički procjenjuje sadržaj složenijih i povremeno apstraktnih tekstova te objedinjuje i tumači dobivene informacije i na temelju njih samostalno zaključuje. U svrhu razumijevanja različitih vrsta tekstova o poznatim i nepoznatim temama koristi različite strategije u tumačenju nepoznatih riječi.
Gramatika	Analizira zavisne i nezavisne rečenice i složene gramatičke oblike. Primjenjuje pravilne gramatičke oblike i strukture	Upoređuje i klasificira raznolike rečenične strukture koje sadrže različite vrste fraza i zavisnih rečenica te složene gramatičke oblike. Može prepoznati morfološke strukture	Analizira i raščlanjuje tekstove sa složenim rečeničnim strukturama i složenim gramatičkim oblicima, uključujući npr. umetnute zavisne rečenice i elipsu.
Vokabular	Istražuje riječi i izraze i tumači jezičke strukture i zakonitosti u općim i stručnim sadržajima Provjerava i koriguje vlastito razumijevanje nešto složenijeg slušanog sadržaja koristeći stečena znanja o jezičnim zakonitostima i strukturama. Primjenjuje elementarnu leksiku i koristi ograničen broj stručnih termina.	U svrhu razumijevanja različitih vrsta tekstova i kraćih sadržaja o poznatim i nepoznatim temama koristi različite strategije nakon čitanja i analize (npr. sintezu, sumiranje, izvođenje zaključaka, kontekst) te različite strategije u tumačenju nepoznatih riječi. Upoređuje i klasificira raznolike rečenične strukture koje sadrže različite vrste fraza i zavisnih rečenica te složene gramatičke oblike, identifikujući vokabular na taj način.	Utvrđuje značenja nepoznatih i višeznačnih riječi i izraza praveći izbor između više strategija, te identificira i ispravno koristi obrasce promjena riječi koji označavaju različita značenja ili vrste riječi. Usvaja i ispravno koristi riječi i izraze iz općeg akademskog i specijaliziranog konteksta, pokazuje neovisnost u obogaćivanju vokabulara riječima ili izrazima važnim za razumijevanje ili izražavanje, uključujući idiome i kolokvijalne izraze.

## 5. STRUKTURA ISPITA

### 5.1. Struktura ispita iz engleskog jezika u okviru integralnog testa

Ispit iz engleskog jezika se sastoji iz 14 zadataka i to:

- Gramatika – 5 pitanja (1 niži nivo, 2 srednji nivo i 1 viši nivo)
- Vokabular - 5 pitanja (2 niži nivo, 2 srednji nivo i 1 viši nivo)
- Čitanje - 1 kratki tekst sa ukupno 4 pitanja (2 niži nivo, 1 srednji nivo i 1 viši nivo)

	Niži nivo	Srednji nivo	Viši nivo
Gramatika	A1	A2	B1
Vokabular	A1	A2	B1
Čitanje	A2	B1	B2

### 5.2. Struktura ispita iz engleskog jezika na višem nivou

Ispit iz engleskog jezika se sastoji iz tri dijela i to:

**Prvi dio:** Slušanje (tri kratka zadatka slušanja, po jedan zadatak iz svakog nivoa)

**Drugi dio:** Čitanje sa razumijevanjem (3 teksta, za svaki nivo po jedan)

**Treći nivo:** Gramatika i vokabular (24 zadatka, svaki nivo po 8 zadataka; 8 zadataka vokabulara na nižem nivou, tekst sa odabirom riječi koje nedostaju – praktična upotreba jezika i tekst sa unošenjem riječi koje nedostaju u pravilnom obliku )



Dio	Područje	Niži nivo	Srednji nivo	Viši nivo
Prvi dio	Slušanje	B1	B2.1	B2.2
Drugi dio	Čitanje	B1	B2.1	B2.2
Treći dio	Gramatika	B1	B2.1	B2.2
	Vokabular	B1	B2.1	B2.2

## 6. TEHNIČKI OPIS ISPITA

Ispit iz engleskog jezika je pismeni. U testu na višem nivou se rješavaju i zadaci iz slušanja. Nakon ili tokom slušanja audio zapisa učenici zaokružuju tačne odgovore na ponuđena pitanja.

### 6.1. Integralni ispit

Područje	Sadržaj	Tip zadatka	Udio u testu
gramatika	5 zadataka Izdvojene rečenice sa zadatcima primjene, prepoznavanja, razlikovanja i analize.	Višestruki izbor	36%
vokabular	5 zadataka Izdvojene rečenice sa zadatcima primjene, prepoznavanja, razlikovanja i analize.	Višestruki izbor	36%
čitanje	1 tekst do 450 riječi Pitanja o tekstu (traženje specifičnih informacija, analiza)	Višestruki izbor	28 %

### 6.2. Ispit Višeg nivoa

Dio	Područje	Sadržaj	Tip zadatka	Udio
Prvi dio	Slušanje	3 kratka zadatka slušanja, a svaki nosi po 8 bodova	Višestruki izbor	24%
Drugi dio	Čitanje	3 kratka zadatka čitanja, ukupno 25 bodova	Višestruki izbor	25%
Treći dio	Gramatika	24 zadatka Izdvojene rečenice sa zadatcima primjene, prepoznavanja, razlikovanja i analize.	Višestruki izbor	4%
	Vokabular	8 zadatak Izdvojene rečenice sa zadatcima primjene, prepoznavanja, razlikovanja i analize. Jedan tekst sa rečenicama u kojima nedostaje riječ (ponuđene riječi za popunjavanje), ukupno 9 bodova. Zadatak sa formiranjem riječi, ukupno 10 bodova	Višestruki izbor Popunjavanje	27%

### 6.3. Trajanje ispita

Integralni test i test iz engleskog jezika na višem nivou se radi najviše 180 minuta.

## 7. OPIS BODOVANJA

### 7.1. Vrednovanje testa

Svaki tačno zaokruženi odgovor nosi po 1 bod ili 7,1%, odnosno 0,14% od ukupnog udjela u integralnom ispitu.

Ukupan broj bodova u testu višeg nivoa je 100. Svaki tačan odgovor na bilo koje pitanje u tekstu, odnosno svaka tačno unesena riječ ili izraz nosi po 1 bod, odnosno 1% od ukupnog udjela u ispitu višeg nivoa.

## 8. PRIMJERI ZADATAKA S DETALJNIM POJAŠNJENJEM

### 8.1. Integralni ispit

**Read the sentences and choose the correct answer.**

- 1 Ann, how are you? \_\_\_\_\_.  
a) I'm a nurse.                      b) I'm fine, thanks. And you?                      c) I am working.                      d) Good.
- 2 His office is on the first \_\_\_\_\_.  
a) level                      b) ground                      c) was                      d) floor
- 3 I can't find my glasses. Can you look for \_\_\_\_\_ please?  
a) they                      b) them                      c) it                      d) their
- 4 (On the phone) Hello. Juliet \_\_\_\_\_.  
a) speak                      b) speaking                      c) talking                      d) talk
- 5 I come \_\_\_\_\_ Italy.  
a) to                      b) from                      c) at                      d) in
- 6 I like \_\_\_\_\_ in my spare time.  
a) reading                      b) read                      c) to read                      d) to reading
- 7 Managers set objectives, and decide \_\_\_\_\_ their organization can achieve them.  
a) what                      b) how                      c) which                      d) because
- 8 Obviously, objectives occasionally \_\_\_\_\_ be modified or changed.  
a) have to                      b) must to                      c) shouldn't                      d) ought
- 9 \_\_\_\_\_ some employers oppose the very existence of unions, many theorists stress the necessity of unions.  
a) Because                      b) Due to                      c) However                      d) Although
- 10 You won't be allowed into the club \_\_\_\_\_ you wear a suit and tie.  
a) if                      b) unless                      c) whether                      d) apart

**Read the text and then choose the correct answer**

#### **Sixteen - What now?**

You're 16 and finally you can leave school! By now, you're probably sick of teachers, desks, tests and exams. But don't just run for the exit. You need to think carefully about what to do next. If you want a professional career, you will need to go to university and get a degree. To do that, you need to stay at high school for another two years. But you needn't stay at the same place. There are several options in the district of Northacre.

St. Leopold's School has the best pass rate of all the high schools in the district. It offers a wide range of subjects in the humanities and sciences. St Leopold's is, of course, a private school, so may be too expensive for you. But don't worry, there are several other options if you want to follow the academic route. Knowle Grammar School is a state school, so there are no fees, and it has excellent tuition and facilities. It is a boys' school from the ages of 11 - 16, but from 16 - 18 it is co - educational. But it is selective, so you'll have to pass an exam to get in. If you're interested in going into Business, check out Wyle River Academy. This school specialises in subjects like Business Studies, Management and Economics. If you prefer the arts, look at the courses on offer at Northacre College. Here you can study woodwork, art, textiles and much more.

Northacre College also offers a wide range of vocational qualifications. You can do a 1-year certificate or a 2-year diploma in subjects like electrics, plumbing, roofing and hairdressing. If you'd prefer to work outdoors, look at Milldown College, where there are courses in Farm Mechanics, Land Management, Animal Management and much more.

A final option is to get an apprenticeship with a local or national company. You will get on-the-job training, gain certificates or diplomas and start earning straight away. But be warned - places are limited! Find out more at the Jobs Fair on 26th May at Northacre College

1. St Leopold's is the best school for ...
  - a) Good exam results
  - b) Humanities and sciences
  - c) Facilities
  - d) Different courses
2. You can only attend St Leopold's school if you
  - a) Pay tuition fees
  - b) Pass an exam
  - c) Study both humanities
3. You only attend Knowle Grammar School if you
  - a) Pass an exam
  - b) Are a boy
  - c) Can afford the tuition fees
  - d) Are a good athlete
4. Anna wants to work with horses. Where is the best place for her to study?
  - a) Wyle River Academy
  - b) Northacre College
  - c) Milldown College

[https://www.examenglish.com/A2/A2\\_reading\\_education.htm](https://www.examenglish.com/A2/A2_reading_education.htm)

## 8.2. Ispit višeg nivoa

### Prvi dio - slušanje

#### (B1 – niži nivo)

#### 1. Listen to the speakers talking about important people in their lives.

**Check your understanding: true or false Circle True or False for these sentences.**

- |  |   |   |
|--|---|---|
| 1. A – Her next-door neighbour also worked with her mum.                   | T | F |
| 2. A – Her next-door neighbour has a healthier lifestyle now.              | T | F |
| 3. B – He didn't see his brother after he went to university.              | T | F |
| 4. B – He supports the same football team as his brother.                  | T | F |
| 5. C – She and her friend argued about a boy.                              | T | F |
| 6. C – She is going to go to the same university as her friend.            | T | F |
| 7. D – He didn't have much in common with his friend when they were young. | T | F |
| 8. E – She didn't like the look of her boyfriend at first.                 | T | F |

#### (B2.1 – srednji nivo)

**2. This free FCE Listening Practice Test contains a series of short conversations. There is one multiple - choice question per conversation.**

#### 1. Francesca Meyer must...

- a) **go to gate 23 right away.**
- b) take a different flight.
- c) board her plane in five minutes' time.

**3. The train to Bristol...**

- a) **is not running.**
- b) has just arrived.
- c) is late.

**4. What are they watching on television?**

- a) gymnastics
- b) high jump
- c) **diving**

**5. Passengers to Lenton Bridge must ...**

- a) stay on the bus.
- b) **change onto the 10a bus.**
- c) buy another bus ticket.

**6. What are they watching on television?**

- a) swimming
- b) **running**
- c) horse-riding

**7. The captain announces that the plane...**

- a) **will arrive on time.**
- b) will arrive late.
- c) will land at a different airport.

**8. What are they going to play?**

- a) squash
- b) **badminton**
- c) tennis

**9. Train passengers for Hastings must...**

- a) **sit in coach A or B.**
- b) change trains in Tonbridge.
- c) change trains in Ashford.

**(B2.2 - viši nivo)**

**10. Listen to an interview with a health worker about vaccination programmes in less economically developed countries.**

**1 The proportion of the world's children receiving vaccinations is...**

- a) just over two thirds.
- b) just under three quarters.
- c) just over four fifths.

**2 One achievement mentioned by the expert is that...**

- a) measles cases have fallen by one quarter.
- b) polio has almost been eradicated.
- c) there are 200,000 fewer tetanus cases since the 1980s.

**3 The expert warns against...**

- a) investing too heavily in immunisation and neglecting other health issues.
- b) assuming that recent achievements are sufficient and withdrawing funding.
- c) giving children one vaccination and not delivering a full course of injections.

**4 According to the expert, many children do not get immunized if they...**

- a) are already sick.
- b) live in isolated rural areas.
- c) do not live within an established system.

**5 Leaflets are not effective means of advertising immunisation programmes because...**

- a) some people cannot read.
- b) they are expensive.
- c) they do not reach people in isolated areas.

**6 To solve the storage problem, the expert's organisation is...**

- a) training health workers how to store vaccines properly.
- b) building cheap fridges that work reliably without mains electricity.
- c) creating vaccines that can be stored at any temperature.

**7 The expert mentions that computers are necessary to...**

- a) manage distribution.
- b) maintain communications.
- c) keep knowledge up-to-date.

**8 A DALY is...**

- a) the amount of time lost when a person is ill or dies prematurely.
- b) the amount of money a country spends on its health service.
- c) the loss of earnings due to ill-health and caring for relatives.

**SCRIPT 1**

A (Girl)

She lives next door and she's always been really important in my life. When we were little and my mum was working she used to look after us. She'd tell us stories about her childhood. It was like listening to fairy stories, life was so different when she was a child. In her kitchen she used to keep a special dish with sweets for us, and she was always baking cakes and pies. Now she doesn't bake so much. She's started eating more healthily in her old age, salads and vegetables and things. It's funny how she's changed. She also goes to this special gym class for old people, it's amazing. I don't see her so often now, but she's always the same person however much her lifestyle changes.

B (Boy)

He's four years older than me and that seemed like a huge amount when we were children. When we were at the same school we'd never talk to each other during school hours. But now we're older it's a lot better, although I'll always be the little one, and that's annoying sometimes. He's taken me to rock concerts that I wouldn't have gone to otherwise and when he was at uni I went to stay with him sometimes. That was really cool. It was great to see what real student life was like when I was still at school. Now that he's working he's really busy, but we still hang out sometimes. We go to football matches together because we both support our home team. It's always good to see him.

C (Girl)

We've known each other since we were five and we've always got on really well. Well, apart from that time when we fell out because we both liked the same boy. But he went off with Heather Jenkins, so we made friends again quite quickly! We both like the same kind of music and going dancing at the weekend, and when we were younger we went out on our bikes together. At school we're good at different things. I'm good at languages and Laura's good at maths. That's good though – it means that we can help each other with our homework. Next year I'm probably going to study in London and she's going to Manchester, but I'm sure our relationship won't change.

D (Boy)

His family moved in just a few houses down from us when I was about ten, and I still remember how excited I felt when I found out there was another boy on the street. I'd been the only boy, you see. The others were all girls. We were good friends from the beginning because we were into the same things: computers and football, mostly. But we had quite a few of the same hobbies for a while. I remember making lots of models of aeroplanes one year. Another year we took up fishing. We had all the equipment and everything and we'd spend ages down by the river. I never go fishing now. His family moved away a couple of years ago. We're still friends on Facebook but we don't really have much contact.

E (Girl)

I can remember all the details of when we met. I was wearing a red dress and I'd just had my hair cut. I can even remember what music was playing the first time I saw him. I knew he was special from the beginning, and I was right. We've been together ever since. Well, it's only been eighteen months, and some people say that isn't very long, but it seems like ages to me. We've got such similar personalities and so much in common. I'm sure we'll stay together forever.

## SCRIPT 2

1. Could Miss Francesca Meyer travelling on flight BA 385 to Berlin please make her way immediately to gate 23 for boarding, as the flight will be leaving in five minutes.

2. This is a station announcement. We are sorry but, because of the bad weather, the 18:57 to Bristol has been cancelled. A replacement bus service is available. Could passengers please make their way to the station entrance and make themselves known to station staff. The service will leave in fifteen minutes.

3. Woman: Is that our guy on the board now?

Man: Yes, that's him, getting ready to jump – there he goes!

Woman: Wow! How many times did he spin round?

Man: Three and a half. And there was barely a splash when he went in. That one must score at least nine. Yeah – there it is, nine from three judges. That will put us into second place.

4. Anyone travelling on to Lenton Bridge? This bus isn't going any further. If you want to go on to Lenton Bridge, you'll need to get off here and change onto the 10a. You won't need to get another ticket. Just show the one you've got. There'll be a bus here in about 5 minutes.

5. Woman: That's our guy, in lane 4. His name's Richard King.

Man: Okay, in the blue shorts?

Woman: Yes, that's him. He was junior European champion last year, so he should do quite well.

Man: And how many laps of the track will they do?

Woman: Just one. Okay, they're getting into the starting blocks now.

6. This is your captain speaking. We are sorry for the delayed departure from Stuttgart. This was due to earlier problems at Heathrow airport, where it's been very busy today. We're pleased to say that we'll be taking a slightly shorter route back to Heathrow, and as a result, we should arrive at round about our scheduled time of 17:35, local time.

7. Man: Come on, are you ready to go? We've booked the court from four o'clock.

Woman: I can't find my racket.

Man: I've got your racket.

Woman: What about the shuttlecocks?

Man: I don't have those, but we can buy some at the sports centre.

Woman: Alright then. Come on.

8. Could passengers travelling to stations to Hastings please make sure they are in coaches A and B, and passengers travelling to Ashford please go to coaches C, D or E, as this train will divide in Tonbridge.

### SCRIPT 3

Interviewer: What proportion of children are currently benefitting from immunization programmes?

Expert: A huge amount. Around 83% of children are receiving vaccinations, preventing over 2 million deaths per year. This is due to an enormous push over the last ten or twenty years to make sure that vaccinations are getting out to the poorest people and into the most isolated regions. Vaccination programmes have the widest reach of all public health programmes worldwide. And we've had great success. Measles is down 71% since 2000, the number of polio cases last year was just 223 – so the eradication programme is well on its way to achievement. We've also made huge strides in our campaign to reduce tetanus. In the 1980s, there were 800,000 cases – last year there were less than 60,000.

Interviewer: That's a great achievement.

Expert: It is, and it's easy to sit back... rest on your laurels and think 'great – what next?' but that fact is, vaccinations are an ongoing process. If the momentum isn't maintained, if there isn't continued investment into these programmes, the number of cases will steadily rise again. The other point is that these great achievements are meaningless to those 17% of children who don't receive vaccinations. That amounts to 20 million children. And these are inevitably the poorest, those with the worst access to health care, and those who are most likely to get sick through poor living conditions, inadequate clean water and so on. More work needs to be done to ensure we are reaching everybody. And I'm not just talking about those in isolated rural areas. They may live in a slum, for example. Because they're outside any system, they're overlooked.

Interviewer: How can you go about rectifying that?

Expert: Well, several ways really. First, we need to identify where these children are, and then digging deep to find out why the children aren't being immunized. We know, for example that there is a definite correlation between a mother's level of education and the child's immunization status. In which case, it's a matter of reaching these women by whatever means is most effective – bear in mind that these women may be illiterate and so just delivering leaflets everywhere isn't necessarily going to work. Or it could be a totally different reason – the health worker doesn't have time, or money, or transport to reach certain places. It's about identifying the reasons and putting practices into place to address these bottlenecks directly.

Interviewer: What else is your immunization programme focussing on at the moment?

Expert: Well, as well as making sure vaccines get out to people, we also need to pay consideration to the logistical aspect. It's not just about manufacturing lots of vaccines and training nurses to deliver them. These are vaccines – you can't just stick them in a cupboard until you need them. They need to be stored properly, at specific cool temperatures. And factor into this the fact that poor countries often have unreliable power systems. That's why we've been doing a lot of work in the area of solar refrigeration, to make them more reliable and affordable. There also needs to be an effective computer system, to monitor consumption and supply and ensure the right number of vaccines reaches the right places at the right time.

Interviewer: How can poorer countries keep the cost of vaccination programmes low?

Expert: A very good point, and one which at the heart of our work. Vaccinations can be acquired cheaply – by using generic ones that do not go by a brand name perhaps. But it's vital that all drugs are pre-qualified. That means, that they've been tested and do what they say they will do. Counterfeit drugs are not uncommon, sadly, and so there needs to be a quality assurance procedure in place. But vaccination programmes are undoubtedly cost-effective, on a national as well as a family level. Less money needs to be set aside for treatment, and it also reduces a country's disability-adjusted life year, or DALY, that is, the number of years lost as a result of ill-health and early death, as well as the loss of earnings, or in the case of a child, the loss of education, to both the sick person and their carer.





## B2.1 srednji nivo

### EXPLORING GEORGIA

**Would you like to see amazing wildlife and breathtaking scenery? Do you want to learn about a unique culture? If your answer is yes then you should follow in the footsteps of Mike Smith and take a trip to the state of Georgia in America.**

Every year my wife and I go on a camping holiday in France. Although this is something we both really enjoy, this year I wanted to go somewhere I'd never been before and do something exciting. We did some research and came up with the idea of going to the US. We chose a kayaking holiday in the southern state of Georgia. Neither of us had ever been kayaking before, but we managed to find a package which included lessons for beginners.

Georgia is an amazing place; it's a crossroad of different cultures and it has had a fascinating and at times violent past. It is also a place of untouched natural beauty, with nature parks and an unspoilt coastline. We went to Cathead Creek, an area rich in wildlife and scenery. Our kayaking instructor was a friendly local called Frank. As my wife and I had never been kayaking before, we found the first few lessons a bit challenging. In spite of this, Frank was always very patient and he would constantly offer words of encouragement. After some practice, we became more confident and realised it wasn't that difficult. We also did a safety course and Frank made us aware of any potential dangers, including the alligators in the swamp! After completing the course, we felt ready for adventure and we decided to go further out along the Darien River. As we glided down the river, I felt a delicious shiver of fear run up my spine as I recalled Frank's words of advice before we left, 'Watch out for the alligators.'

We quietly slipped past a huge alligator, its unblinking eyes staring at us with mild interest. We paddled on and watched brightly coloured birds fly over the water. We stopped to have some bread and cheese and admire the view. We saw fishing boats returning with their catch of Georgian shrimp, which is the region's culinary speciality and is definitely worth trying if you visit Georgia. We also spent a few days on Cumberland Island, which is one of the many islands off Georgia's coast. Cumberland Island is a protected paradise, which makes it both secluded and peaceful. We rented bicycles and followed a trail which led to a beautiful beach. On the following day, we took a tour of the island and this gave us the opportunity to see all kinds of LINE 21 amazing wildlife. It was a wonderful experience and, without a doubt, Cumberland Island is a place of -unbelievable beauty.

As my wife is interested in history, we also dedicated some time to visiting various museums. I particularly enjoyed the Geechee Kunda Visitor's Centre, which some locals had recommended - here we learnt about the first Africans that had been brought to the region in slave ships. A huge cotton and rice empire was built in Georgia using the Africans as workers. The Africans had been taken from different parts of West Africa and each group had their own culture, language, knowledge and music which they brought into their everyday life. After the Civil War the rice and cotton plantations were burnt down and the owners left, leaving the slaves behind. As a result, a unique culture was created known as Geechee. The Geechee people spoke their own language, which was a mix of various West African languages. In the present day, the Geechee Visitor's Centre has made a huge effort to record the history and culture of these unique people. It was a fascinating experience and something that enriched our visit to Georgia.

We returned from our holiday feeling happy and relaxed and we plan to go back to Georgia next year!

#### 1. The writer

- a. wanted to go camping somewhere else.
- b. had previous experience of kayaking.
- c. had been to the US before.
- d. wanted to do something exciting during his holiday.

#### 2. The couple found kayaking

- a. difficult at first.
- b. easy.
- c. hard because their instructor was impatient.
- d. dangerous.

#### 3. Mike was frightened when they went on the Darien River because

- a. it was the first time he would be kayaking without his instructor.
- b. there were alligators in the water.
- c. he didn't like kayaking.
- d. he couldn't swim.

**4. If you go to Georgia what kind of food does Mike recommend that you try?**

- a. bread and cheese
- b. rice
- c. fish
- d. shrimp

**5. In line 21, what does it refer to?**

- a. the wildlife
- b. Cumberland Island
- c. visiting the beach
- d. touring Cumberland Island

**6. The couple went to the Geechee museum**

- a. because some locals had suggested it.
- b. because the woman was interested in it.
- c. to learn about the first Africans of the region.
- d. to record the Geechee tradition.

**7. Geechee is**

- a. a unique African-American culture.
- b. a West African language.
- c. a place in West Africa.
- d. a kind of music.

**8. The last paragraph explains**

- a. the importance of the cotton empire.
- b. the causes of the Civil War.
- c. how Georgia is a blend of different cultures.
- d. how the slaves learnt the Geechee language

## **B2.2 – viši nivo**

**For questions 1-8, choose the answer A-D which you think fits best according to the text.**

Indian rail travel is unavoidably dirty, and a balance must be struck between having the window shutters open to see the countryside and closing them against the heat and dust.

The air-conditioned carriages are generally comfortable, and the train catering manager takes orders, which he passes by phone to the next stop but two, where the food comes aboard in metal dishes. An excellent vegetarian meal of two curries, rice, pickle, nan bread, poppadoms and lassi was more than enough for my wife and I, and did not break the bank at 16 rupees (35p), although it was a fingers-in-the-dish exercise if you didn't have your own knife and fork. Rice plantations in the heat of the day gave way to cotton and maize fields in the evening, where farm workers stood on high stools cleaning their harvest.

Our shower, breakfast and bed in the West End Hotel at Bangalore were never more welcome. The silks, silk shirts and ties in Mahatma Gandhi Road are irresistible when offered at half, or sometimes even a third, of European prices, and comfortable, well-made leather sandals are of an equally good value.

The drive to Mysore took us via a silk farm, and families of monkeys began to appear at the roadside as the country became wilder. The Sultan Tipu's summer house outside Mysore is a spacious monument to 19th-century good taste, but it sinks to one-star status in comparison with the Maharajah's main palace in the town. Overwhelming in size and splendour, endless wealth has been spent on it over the years for the best that money could buy anywhere on earth. Its 100,000-light bulb outline illumination is equally impressive after dark, and was extended for an extra half-hour at - presumably - the tax-payer's expense in honour of the Indian Finance Minister's visit the night we were there.

Our driver broke the onward journey south at an ancient Hindu temple where we were warmly welcomed to join the service. After crossing the border from Karnataka into Kerala in the Mudumalai animal reserve, the road started its long climb into the hills. Through eucalyptus woods and tea plantations - the higher the crop, the better its quality - the air became cooler, the roadside greener and the lakes more frequent.

We reached the Fernhill Palace Hotel at Udagamandalam (Ootacamund, otherwise known as “Ooty”) in the early afternoon, left our driver and his car and, as if in a time-machine, stepped back 60 years. Empty apart from ourselves and another couple, this former Maharajah’s residence was a ghost house of faded colonial gentility. The ballroom with its padlocked grand piano, the drawing room, the dining room, the billiard room, the bar and the Maharajah’s suite were all designed on the grand scale of half a century ago. Photographs along the corridors show the bursting self-confidence of Ooty’s expatriate society between the wars; today, they present a dusty canvas of distant memories.

**1. When travelling on an Indian train**

- A. it is hard to keep the windows open because they are not balanced.
- B. it is hot and dusty if the windows are closed.
- C. you will get hot and dirty if you want to see the views.
- D. the windows are very hot and dirty.

**2. The food**

- A. could be ordered and cooked on the train.
- B. was cooked before it was put onto the train.
- C. was cooked at the start of the journey.
- D. was ordered before the journey.

**3. The writer**

- A. paid a lot of money for the food.
- B. was satisfied with the amount of food he was given.
- C. needed to go to the bank to pay for the food.
- D. took his own knife and fork.

**4. At the West End Hotel the writer**

- A. was made very welcome.
- B. was able to buy silk shirts and ties cheaply.
- C. was grateful for a wash, some food and sleep.
- D. had a very cheap room.

**5. The Sultan’s summer house**

- A. is not as impressive as the Maharajah’s palace.
- B. is in the main town of Mysore.
- C. has monkeys living in it.
- D. is quite small.

**6. The main palace**

- A. was built in the 19th century.
- B. is lit up all night.
- C. had special lights put on it for the Finance Minister’s visit.
- D. has many lights on it.

**7. During their journey**

- A. the car broke down.
- B. they were invited to a religious service.
- C. they stopped at a tea plantation.
- D. the landscape stayed the same.

**8. At “Ooty”**

- A. they lost their driver.
- B. they visited a haunted palace.
- C. they stayed in a former palace.
- D. they stayed in a busy hotel.

## Treći dio

### Gramatika

#### B1 - Niži nivo

- 1) Alison and I (study) \_\_\_\_\_ for the exam right now. We (not, want) \_\_\_\_\_ to fail it!
  - a) will study/ do not want
  - b) study/ do not want
  - c) have studied/ are not wanting
  - d) are studing/ do not want
- 2) I think in the future we \_\_\_\_\_ mobile phones inside our heads.
  - a) are going to have
  - b) have
  - c) are having
  - d) will have
- 3) If you \_\_\_\_\_ her the money, she \_\_\_\_\_ the flat.
  - a) sent/ will lose
  - b) sent/ would have lost
  - c) send/ will lose
  - d) send/ would lose
- 4) Choose the correct comparative and superlative of salty and fine
  - a) saltier/ the saltiest – finer/ the finest
  - b) saltyer/ the saltiest- finer/ the finest
  - c) saltier/ the saltiest-fineer/ the fineest
  - d) more salty/ the most salty – finer/ the finest
- 5) While Sam \_\_\_\_\_ his essay, the printer \_\_\_\_\_ down as usual!
  - a) printed/ broke
  - b) printed/ was breaking
  - c) was printing/ broke
  - d) was printing/ was breaking
- 6) Ever since she \_\_\_\_\_ he \_\_\_\_\_ here.
  - a) moved out/ has lived
  - b) has moved out/ has lived
  - c) moved out/ lived
  - d) moved out/ had lived
- 7) I haven't seen Frank, \_\_\_\_\_ brother is five, for a long time now.
  - a) who
  - b) that
  - c) whose
  - d) which

#### B2.1 - Srednji nivo

- 8) By the end of next month I \_\_\_\_\_ (live) in London for exactly three years.
  - a) Have lived
  - b) Will have lived
  - c) Will live
  - d) Will be living
- 9) What is the correct reported form of the following sentence: "*Jack played in the garden yesterday*", *Ann said*.
  - a) Ann said that Jack has played in the garden the day before.
  - b) Ann said that Jack had played in the garden the day before.
  - c) Ann said that Jack has played in the garden yesterday.
  - d) Ann said that Jack has played in the garden yesterday.

- 10) What is the correct passive version of this sentence: *I have opened the present a few minutes ago.*
- The present is opened a few minutes ago by me.
  - A few minutes ago I have been opened by the present.
  - The present has been opened a few minutes ago by me.
  - The present had been opened a few minutes ago by me.
- 11) You \_\_\_\_\_ to afford holidays abroad last year, if you \_\_\_\_\_ in the Ministry for years.
- will not be able/havent worked
  - wouldnt have been able/hadnt worked
  - wouldnt be able/havent worked
  - will not be able/hadnt worked
- 12) What is the correct reported speech version of : *“Is Tony talking to your brother, Susan? Paul asked.*
- Paul asked Susan if Tony is talking to your brother.
  - Paul asked Susan if Tony is talking to her brother.
  - Paul asked Susan if Tony was talking to her brother.
  - Paul asked Susan if Tony has been talking to her brother
- 13) **What is the correct version in direct speech of:** *Mike said that he was doing some homework that day but he would finish until 5.*
- Mike said: “I was doing some homework today but I would finish until 5”.
  - Mike said: “I am doing some homework that but I will finish until 5”.
  - Mike said: “I was doing some homework that day but I would finish until 5”.
  - Mike said: “I am doing some homework today but I will finish until 5”.
- 14) I \_\_\_ **stay on for a few hours because I’d rather work late today than over the weekend.**
- could
  - would
  - must
  - cant
- 15) The teacher was trying\_\_\_\_\_ his pupils some German grammar. - They didn't understand him, so he tried\_\_\_\_\_.
- To teach/ to use
  - Teaching/ using
  - To teach/ using
  - Teaching/ to use
- 16) We \_\_\_\_\_ (eat already) when John\_\_\_\_\_ (come) home.
- had eaten/ came
  - has eaten /came
  - came/ had eaten
  - came /has eaten
- 17) Look at \_\_\_\_\_ apples on that tree. I would love\_\_\_\_\_ apple. Did you know that \_\_\_\_\_ apples cant grow on \_\_\_\_\_Moon.
- The/ an /--/ the
  - / a/ the/ the
  - The/ a/ the/ the
  - The/ an/ the/ the
- 18) How this sentence should end: If you ate healthy food\_\_\_\_\_
- You will be healthy.
  - You would be healthy.
  - You would have been healthy.
  - You are going to be healthy.

- 19) You \_\_\_\_\_ tell anyone what I just told you. It's a secret.
- a) Couldn't
  - b) Mustn't
  - c) Ought to
  - d) Should

## B2.2 - viši nivo

- 20) Mixed conditional: If Ricky \_\_\_\_\_(be not) handsome, a lots of girls in school \_\_\_\_\_ (fall) in love with him over the years.
- a) Wasn't/ wouldn't fall
  - b) Wasn't/ wouldnt have fallen
  - c) Isn't/ wouldn't fall
  - d) Hadn't been/ wouldn't have fallen
- 21) Future in the past: Anna and Lidia turned up at my apartment just as I \_\_\_\_\_ to bed.
- a) Had been going
  - b) Wasn't about to
  - c) Went
  - d) Have gone
- 22) What would be the passive of: Kevin gave Dennis a book. – 2 options are possible
- a) Dennis was given a book by Kevin.
  - b) A book had been given Denis by Kevin.
  - c) Dennis had been given a book by Kevin.
  - d) A book was given to Denis by Kevin.
- 23) Reporting verbs: Mark was one of the first people to congratulate \_\_\_\_\_ engaged.
- a) On being
  - b) Me on getting
  - c) On getting
  - d) Me on being
- 24) We \_\_\_\_\_ our tickets two months in advance because it was peak time. Now we will not see the film.
- a) Should book
  - b) Could have booked
  - c) will have booked
  - d) should have booked

## Vokabular

### B1 – niži nivo

1. He wants to get a better \_\_\_\_\_ and earn more money.
- a) employ
  - b) job
  - c) work
  - d) employment
2. Managers who are ambitious are \_\_\_\_\_ -oriented managers.
- a) socially
  - b) success
  - c) well
  - d) non
3. "Fruit and vegetables are healthy" = Fruit and vegetables are \_\_\_\_\_
- a) benefit for you
  - b) good for you
  - c) good for health
  - d) healthsome
4. Her hair isn't completely straight, it is slightly \_\_\_\_ .
- a) wavy
  - b) curly
  - c) bent
  - d) bent
5. Argh! This noise is giving me a \_\_\_\_ .
- a) headouch
  - b) headpain
  - c) headache
  - d) headhurt
6. I've been so busy all week. I don't want to do anything at the weekend - I'll just stay at home and \_\_\_\_\_
- a) make a rest
  - b) have a relax
  - c) make it easy
  - d) take it easy
7. I don't like my job very much. I'm going to \_\_\_\_\_ and look for another one.

- a) retire                      b) resign                      c) fire                      d) finish

8. Every time I wear something white, I \_\_\_\_\_ coffee or orange juice or something on it.

- a) drop                      b) let                      c) pour                      d) spill

### B2.1 – srednji nivo

Read the text and then select the correct answer, A, B, C or D.

**(0) A situation              B place              C position              D site**

Earth is the only (0) ... we know of in the universe that can support human life. (1) ... human activities are making the planet less fit to live (2) ... . As the western world (3) ... on consuming two-thirds of the world's resources while half of the world's population do so (4) ... to stay alive we are rapidly destroying the very resource we have by which all people can survive and prosper. Everywhere fertile soil is (5) ... built on or washed into the sea. Renewable resources are exploited so much that they will never be able to recover completely. We discharge pollutants into the atmosphere without any thought of the consequences. As a (6) ... the planet's ability to support people is being reduced at the very time when rising human numbers and consumption are (7) ... increasingly heavy demands on it. The Earth's natural resources are there for us to use. We need food, water, air, energy, medicines, warmth, shelter and minerals to (8) ... us fed, comfortable, healthy and active. If we are sensible in how we use the resources they will (9) ... indefinitely. But if we use them wastefully and excessively they will soon run out and everyone will suffer.

- |                   |                  |                   |                  |
|-------------------|------------------|-------------------|------------------|
| 1. a) Although    | b) Still         | c) <b>Yet</b>     | d) Despite       |
| 2. a) in          | b) at            | c) <b>on</b>      | d) by            |
| 3. a) continues   | b) repeats       | c) <b>carries</b> | d) follows       |
| 4. a) already     | <b>b) just</b>   | c) for            | d) entirely      |
| 5. a) sooner      | b) neither       | c) <b>either</b>  | d) rather        |
| 6. a) development | <b>b) result</b> | c) reaction       | d) product       |
| 7. a) doing       | b) having        | c) taking         | <b>d) making</b> |
| 8. a) hold        | b) maintain      | c) stay           | <b>d) keep</b>   |
| 9. <b>a) last</b> | b) stand         | c) go             | d) remain        |

### B2.2 – viši nivo

Use the word given in capitals to form a word that fits in the gap in the same line.

Beavers

After the recent floods, (0) conservationists are calling for beavers CONSERVE

to be reintroduced to Britain. You may wonder how animals that build dams prevent floods when (1) \_\_\_\_\_ the opposite is true. SURE

However, beavers construct dams in upland areas, creating small pools and (2) \_\_\_\_\_ that retain water and release water to DIVERT

lowland areas much more (3) \_\_\_\_\_ . GRADUAL

Until the 16th century, Beavers lived wild in parts of Britain, but they were hunted to (4) \_\_\_\_\_ for their fur. However, recently EXTINCT

(5) \_\_\_\_\_ British wildlife organisations have applied to VARY

reintroduce beavers to the countryside. Along with their potential value in flood (6) \_\_\_\_, they would create wetland habitats and promote (7) \_\_\_\_.

But such measures are (8) \_\_\_\_. Beavers recently reintroduced to Estonia have flooded large areas of forest and (9) \_\_ land, and this, in turn, has damaged crops. As a result, it has been necessary to cull beavers when the population becomes too large. Many people think it is (10) \_\_\_\_\_ to reintroduce a species which will then be killed.

PREVENT  
TOUR  
CONTROVERSY  
AGRICULTURE  
ETHIC

## 9. PRIPREMA ZA ISPIT

### 9.1. Savjeti nastavnicima

Nastavnicima se preporučuje da detaljno prouče ispitni katalog s popisom područja i tematskih sadržaja za ispitivanje i da pomognu učenicima da se na vrijeme pripreme za polaganje maturalnih testova iz engleskog jezika.

### 9.2. Savjeti učenicima

Literatura za pripremu ispita iz engleskog jezika su svi udžbenici koji su bili propisani i odobreni od Ministarstva obrazovanja i nauke TK tokom protekloga četverogodišnjega razdoblja.

Popis odobrenih udžbenika može se naći na [www.ematura.pztz.ba](http://www.ematura.pztz.ba).

Na ispitu je dopušteno koristiti samo pribor za pisanje.

Uspjeh na ispitu uvjetuje i dobra upoznatost s načinom ispitivanja.

Učenicima se stoga savjetuje: proučavanje opisa ispitnih cjelina te primjera zadataka rješavanjem oglednoga primjera ispita.

Učenici trebaju pažljivo pročitati uputstvo i tekst svakoga zadatka. Na listu na kojem su dati zadaci može se pisati i zaokruživati odgovore. Tek nakon što se bude u potpunosti sigurno u označene tačne odgovore, onda ih treba pažljivo označiti na ocjenjivačkom listu (poseban list na kojem se prenose odgovori cijelog ispita)

Svim učenicima želimo da usvoje potrebna znanja i da uspješno polože eksternu maturu.

