



***Nacionalni centar za vanjsko
vrednovanje obrazovanja***

NACIONALNI ISPIT U TREĆIM RAZREDIMA SREDNJIH ŠKOLA

**Ispitni katalog iz Engleskoga jezika
(niža razina)**

u školskoj godini 2007./2008.

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1. UVOD

Na nacionalnim ispitima u trećim razredima srednjih škola učenici će moći birati hoće li polagati ispit iz Engleskoga jezika na višoj ili nižoj razini.

Ovaj dokument je ispitni katalog za nacionalni ispit iz Engleskoga jezika na **nižoj razini**.

Svrha dokumenta je dati pregled ciljeva, sadržaja i strukture ispita iz Engleskoga jezika koji će se održati u školskoj godini 2007./2008. za učenike trećih razreda u Republici Hrvatskoj.

Dokument sadrži i ogledni primjerak ispita iz Engleskoga jezika.

2. OPĆI CILJEVI ISPITA

Ispit iz Engleskoga jezika ispituje komunikacijsku jezičnu kompetenciju učenika prema modelu i razinama određenim Zajedničkim europskim referentnim okvirom za jezike: učenje, poučavanje, vrednovanje (*Common European Framework of Reference for Languages: Learning, teaching, assessment*, dalje u tekstu ZEROJ).

Cijeli ispit se sastoji od tri subtesta koji ispituju osnovne jezične vještine: čitanje, pisanje slušanje.

Subtest čitanja uključuje i provjeru znanja iz uporabe jezika kojom se provjerava lingvistička kompetencija učenika. Svaki se subtest sastoji od nekoliko vrsta zadataka koji imaju za cilj ispitati različite podvještine. Na taj način učenici imaju više mogućnosti pokazati svoja jezična postignuća, što pridonosi većoj valjanosti i pouzdanosti ispita.

Sadržaj ispita temelji se na važećim *Nastavnim planovima i programima za Engleski jezik*.

Gramatička područja (vidi DODATAK 1) također su u skladu s navedenim nastavnim planovima i programima.

Ispit iz Engleskoga jezika se na nižoj razini polaže prema razini B1 ZEROJ-a. (Za uvid u jezične razine prema ZEROJ-u vidi DODATAK 2.).

3. STRUKTURA ISPITA

Ispit traje 125 minuta i sastoji se od triju dijelova.

Udjeli dijelova u ispitu su sljedeći:

Dio ispita	Broj zadataka	Broj bodova	Udio u ukupnom broju bodova
Čitanje (i uporaba jezika)	45	45	40%
Pisanje	2	30	30%
Slušanje	25	25	30%
Cijeli test	72	100	100%

Slijedi pregled dijelova ispita.

4. ČITANJE¹

Prema ZEROJ-u (razina B1), učenik / učenica može:

- razumjeti jasno napisane obavijesti, upozorenja, upute, osobne poruke
- prepoznati ciljane informacije u novinskim člancima, oglasima, brošurama, lecima, vodičima;
- razumjeti jasno napisane tekstove u kojima se opisuju ljudi, mjesta, događaji izražavaju osjećaji i želje;
- razumjeti jednostavne činjenične tekstove i jasno napisane polemične tekstove koji govore o poznatim temama.

Tipovi zadataka:

- zadaci povezivanja rečenica s tekstovima
- zadaci povezivanja rečenica i dijelova rečenica s prazninama u tekstu
- zadaci alternativnoga izbora (točno/netočno)
- zadaci višestrukoga izbora
- zadaci popunjavanja praznina u tekstu

Redni broj (Task)	Ispitivane podvještine	Tip zadatka	Broj zadataka (Number of questions)	Broj bodova
1	razumijevanje glavne poruke u upozorenjima, uputama, osobnim porukama	Zadaci višestrukoga izbora; tekstovi ukupne duljine do 250 riječi	5	5
2	razumijevanje glavne poruke i pojedinosti	Zadaci povezivanja rečenica s tekstovima ukupne duljine do 400 riječi	5	5
3	prepoznavanje ciljanih informacija u člancima, oglasima, itd.	Zadaci alternativnog izbora; tekstovi ukupne duljine do 300 riječi	5	5
4	razumijevanje činjeničnih/polemičnih tekstova	Zadaci višestrukog izbora; tekst do 350 riječi	5	5
5	prepoznavanje unutrašnje povezanosti (kohezije) teksta	Zadaci povezivanja rečenica / dijelova rečenica s prazninama u tekstu do 300 riječi	5	5
6	prepoznavanje prikladnih leksičko-strukturalnih obrazaca u tekstu	Zadaci višestrukog izbora u tekstu do 200 riječi	8	8
7	uporaba prikladnih leksičko-strukturalnih obrazaca u tekstu	Zadaci popunjavanja praznina; tekst do 200 riječi	12	1

¹ Subtest čitanja uključuje i provjeru znanja iz uporabe jezika.

5. PISANJE

Prema CEFR-u (razina B1) učenik / učenica može:

- napisati jednostavan povezani tekst o poznatim temama ili temama od osobnoga interesa
- napisati jednostavan povezani tekst u kojem se opisuju iskustva, osjećaji i reakcije
- opisati događaj, npr. putovanje, nezgodu – stvarnu ili izmišljenu
- opisati radnju knjige ili filma i opisati svoje reakcije
- kratko obrazložiti svoja razmišljanja, planove i postupke.

Tipovi zadataka:

- pisanje poruke/pisma od 40-60 riječi prema vrsti informacija koja se traži
- pisanje povezanoga teksta od 80-120 riječi na jednu od dvije zadane teme

Redni broj (Task)	Ispitivane podvještine	Tip zadatka	Broj zadataka (Number of questions)	Broj bodova
8	Jasno prenošenje ciljanih podataka	Poruka/pismo od 40-60 riječi	1	10
9	Pisanje koherentnog teksta uz odgovarajući raspon i točnost leksičko-strukturalnih obrazaca	Povezani tekst od 80-120 riječi	1	20

6. SLUŠANJE S RAZUMIJEVANJEM

Prema CEFR-u (razina B1) učenik / učenica može:

- razumjeti činjenice o uobičajenim svakodnevnim temama ukoliko su izrečene jasno i standardnim jezikom
- razumjeti glavne informacije o poznatim temama na radio i tv programima i snimljenom materijalu
- razumjeti kratku priču.

Tipovi zadataka:

- zadaci višestrukoga izbora
- zadaci povezivanja
- zadaci alternativnoga izbora (točno/netočno)
- zadaci popunjavanja

Redni broj (Task)	Ispitivane podvještine	Tip zadatka	Broj zadataka (Number of questions)	Broj bodova
1	Razumijevanje glavne poruke	Zadaci povezivanja; dijalози/monolozi	5	5
2	Prepoznavanje glavne poruke i ciljanih informacija	Zadaci alternativnoga izbora (točno/netočno); dijalog/monolog	7	7
3	Prepoznavanje jasnih činjeničnih podataka	Zadaci višestrukoga izbora; dijalog/monolog	6	6
4	Razumijevanje ciljanih informacija	Zadaci dopunjavanja; dijalog/monolog	7	7

7. TEHNIČKI OPIS ISPITA

Ispit iz Engleskoga jezika se sastoji od triju dijelova: čitanja, pisanja i slušanja.

Na ispitima čitanja i slušanja učenici će od pribora moći koristiti olovku i gumicu ili kemijsku olovku plave ili crne boje. Za ispit pisanja učenicima će biti osigurana olovka i gumica.

NAPOMENA:

Tijekom ispita učenici nemaju mogućnost korištenja rječnika.

8. OPIS BODOVANJA I OCJENJIVANJE

Subtestovi slušanja i čitanja ispravljaju se prema pripremljenom ključu za odgovore. Točni odgovori donose po jedan bod, a u zadacima dopunjavanja riječi moraju biti točno napisane (*spelling*).

Subtest pisanja vrjednuju obučeni ocjenjivači - ispitivači prema pripremljenim ocjenjivačkim skalama.

9. OGLEDNI PRIMJERAK TESTA

9.1. SLUŠANJE (LISTENING PAPER)

Task 1

Question 1-5

Look at sentences **A-F**.

You will hear five people talking about football.

Listen to what they say and decide which sentence best summarises the opinion of each speaker.

For questions **1-5**, mark the correct letter (**A-F**). There is one extra letter you do not need.

1

2

3

4

5

A Football is good for your body.

B Football is dangerous.

C Football is fun.

D Football brings people together.

E Football is a form of war.

F Football is a waste of time.

Task 2

Question 6-12

Look at sentences **6-12**.
You will hear an interview with Justin Owen, who is a TV chef.
For questions **6-12**, decide whether each statement is TRUE (**T**) or FALSE (**F**).

	T True	F False
6 Justin was surprised by the number of teenagers interested in cooking.	<input type="checkbox"/>	<input type="checkbox"/>
7 He is against fast food.	<input type="checkbox"/>	<input type="checkbox"/>
8 He got his interest in cooking from his father.	<input type="checkbox"/>	<input type="checkbox"/>
9 His father wanted him to become a chef.	<input type="checkbox"/>	<input type="checkbox"/>
10 He gets his best ideas for new recipes in the kitchen.	<input type="checkbox"/>	<input type="checkbox"/>
11 He prefers cooking in a restaurant to cooking on TV.	<input type="checkbox"/>	<input type="checkbox"/>
12 He hopes he will star in another series of his current show.	<input type="checkbox"/>	<input type="checkbox"/>

Task 3

Question 13-18

You will hear a teacher giving some information to his class.

For questions 13-18, mark the correct answer (A, B or C).

- | | | | |
|-----------|--|-------------------------------------|--------------------------|
| 13 | Where will the students have their last lesson of the afternoon? | A In Room 201. | <input type="checkbox"/> |
| | | B In Room 203. | <input type="checkbox"/> |
| | | C In Room 205. | <input type="checkbox"/> |
| 14 | The Drama Group will meet | A at the usual time. | <input type="checkbox"/> |
| | | B later than usual. | <input type="checkbox"/> |
| | | C on a different day. | <input type="checkbox"/> |
| 15 | What is the main reason why the teacher is happy with the project reports? | A They were done on time. | <input type="checkbox"/> |
| | | B They were interesting. | <input type="checkbox"/> |
| | | C They were well organized. | <input type="checkbox"/> |
| 16 | The teacher needs the next homework | A tomorrow. | <input type="checkbox"/> |
| | | B the day after tomorrow. | <input type="checkbox"/> |
| | | C before the weekend. | <input type="checkbox"/> |
| 17 | When the students do their next homework, they | A can use the Internet. | <input type="checkbox"/> |
| | | B should use the Internet. | <input type="checkbox"/> |
| | | C must not use the Internet. | <input type="checkbox"/> |
| 18 | What should the students take with them on the trip to the National Park? | A Food. | <input type="checkbox"/> |
| | | B Warm clothes. | <input type="checkbox"/> |
| | | C Money. | <input type="checkbox"/> |

Task 4

Question 19-25

You will hear a tour guide talking to a group of visitors about Bagley House. While you listen, fill in the missing information in the numbered space with **one** word or number.

BAGLEY HOUSE

Spend a day at Bagley House, which was built in (19)

Attractions

- Collection of 18th century **(20)**
- Kitchen
- Ornamental **(21)**
- Outstanding **(22)** view

18th century Banquet

Day: **(23)**

Cost: £20

Refreshments:

Cafeteria: freshly-made sandwiches

Restaurant: excellent **(24)** dishes

The **souvenir shop** is **(25)** the kitchen.

Tapescripts for the listening test:

This is the Listening Paper for the Second-Year National Exam.

There are four parts to the test. Before each part, you will have time to look through the questions before you listen.

Write your answers on the question papers. At the end of the test, you will have six minutes to copy your answers onto the answer sheet.

The recording will now be stopped.

If you have any questions, please ask them now because you are not allowed to speak during the test.

[5 seconds pause]

*Now open your question paper and look at **Task 1**.*

Look at sentences A-F. You will hear some people talking about football. Listen to what they say and decide which sentence best summarises the opinion of each speaker.

[5 seconds pause]

You now have 20 seconds to look at Task 1

[20 seconds pause]

You will now hear the speakers. You will hear the recording twice.

Speaker 1.

They say you should do sport so that you have a healthy body. There's the saying 'a healthy mind in a healthy body'. But look at those top players. They break their legs, hurt their backs and damage their knees. How healthy is that? I think a good way to look after your body is to stay away from games like football.

[5 seconds pause]

Speaker 2.

I think the most important thing about doing a sport, well a team sport, like football, is that you have to learn to cooperate with others. You know, you get a group of different people with different views on the world and they all have to play together as a team. I think that learning how to work in a team is an important skill in life.

[5 seconds pause]

Speaker 3.

I just don't understand it, all these men in their shorts running round after a ball. And then there's all the talk about teams and matches and who's going to win. What's the point? And then there's all the excitement before a match and then the ecstasy or misery afterwards. As if it matters! There are far more important things to think about. It's silly!

[5 seconds pause]

Speaker 4.

They say that sport brings people together but at international football matches you see supporters wearing their team's scarf and shirts and shouting at the supporters of the other team or even fighting them. Why do they do it? I suppose it goes back to the days when nations fought each other, but at least it's now at football grounds.

[5 seconds pause]

Speaker 5.

I think it's really important to do some sport or other, like football, so you keep fit. If you just sit around all day at a desk at school and sit around at home all evening watching TV or playing computer games, you just become fat and lazy. I think that if I didn't play football regularly, my legs would drop off.

[5 seconds pause]

Now listen again.

[Repeat]

That is the end of Task 1.

[Pause of 10 seconds]

Now turn to **Task 2**, questions 6 to 12.

*You will hear a radio interview with Justin Owen, who is a TV chef.
For questions 6-12, decide whether each statement is true or false.*

You now have 30 seconds to look at Task 2.

[30 seconds pause]

You will now hear the interview. You will hear the recording twice.

Interviewer: Justin Owen, you've got a very popular TV show where you cook with teenagers. How did that start?

Justin: Well, I was on a morning TV show and I asked teenagers to send me emails with their recipes. I didn't expect more than a couple of hundred, but I got over 2000. So I thought, why not invite them to cook their dishes on TV.

Interviewer: Your show encourages teenagers to prepare their own healthy meals. So, are you against fast food?

Justin: Well, we all know how important it is to have a healthy diet. If you just eat fast food, you get sick. But it's fast and convenient, and sometimes you don't have a choice. So it's okay, but not as a regular meal.

Interviewer: How did you start to cook? In the kitchen, with your mother?

Justin: Well I certainly learned a lot from my mother. But it really started with my father. He always cooked on Sundays, and when I was very little he let me play with the ingredients and then he'd cook what I made so I could try it.

Interviewer: So your father was happy for you to become a chef.

Justin: He's a chemist and he always wanted me to go to university and study chemistry. But when he saw how interested I was in cooking, he didn't try to stop me.

Interviewer: And where do you get your ideas for new recipes?

Justin: Sometimes in the kitchen while I'm preparing something. But the really good ideas come when I least expect it, like when I'm walking through the park, or even when I wake up in the morning. I obviously cook in my sleep.

Interviewer: One of the great things about your TV show is that you make cooking fun.

Justin: Thank you. I love cooking on TV. But the real pleasure for me is when I cook in my restaurant. When a customer is satisfied, there's nothing better.

Interviewer: Will your TV show go on for another series?

Justin: I hope so, but then I want teenagers to be in charge. I can be a consultant behind the scenes. And then I'll be free to do something else. I've got another show in mind.

Interviewer: Well, I look forward to that. Thank you, Justin, for being our guest today.

[5 seconds pause]

Now listen again.

[Repeat]

That is the end of Task 2.

[Pause of 10 seconds]

Now turn to **Task 3**, questions 13 to 18.

You will hear a teacher giving some information to his class.

For questions 13-18, mark the correct answer (A, B or C).

You now have 45 seconds to look at the questions for Task 3.

[Pause of 45 seconds]

You will now hear a teacher giving some information to his class. You will hear the recording twice.

Hello, everyone. I've got some things to tell you, so please listen carefully.

First of all, there's a change to the timetable today. It's about the last lesson of the afternoon, when you have Business Studies. Now according to your timetable, you have Business Studies in Room 201. But John Evans of Sky News is giving a talk to the fourth-year Media Studies students at that time and they need a big room so they'll use Room 201. So, after your Physics lesson in Room 205, go to Room 203 for your Business Studies lesson.

Now, for those of you in the Drama Group that meets after school in Room 201, it may well be that Mr Evans will finish a bit late, and we can't arrange for the group to meet some other day. So, you can start at the same time as always but in Room 103 and you can move up to Room 201 when it is free.

Now for the project reports that you gave me last week. First of all, congratulations, because you all did them on time. And they weren't at all boring. In fact, I enjoyed reading them. But what I particularly liked was that at last you got the layout right, with clear headings and clear paragraphs. That's what I want. Well done.

As for your next homework, I'd like to have it as soon as possible. Tomorrow would be best. But if you can't give it to me tomorrow, the next day will do. But I have to have them all by the end of Friday at the latest, because I want to give them back to you on Monday.

Now I'm sure that many of you will want to use the Internet when you do your homework. Well, what I'm looking for is your own work. I don't want something copied from the Net. So, if you do decide to use the Net, make sure that you write the addresses you used at the end of your homework.

Finally, a few words about our trip to the National Park on Saturday. I know it's quite warm outside, but we'll be climbing a mountain and it could get quite cold up there, so don't come in just a T-shirt. You'll get lunch there, so you don't need to bring sandwiches. There's a souvenir shop at the entrance if you want to buy something. Don't forget, we meet outside the school on Saturday at 8 o'clock in the morning.

That's it. Any questions?

[Pause of 5 seconds]

Now listen again.

[Repeat]

That is the end of Task 3.

[Pause of 10 seconds]

*Now turn to **Task 4**, questions 19-25.*

You will hear a tour guide talking to a group of visitors about Bagley House.

For each question, fill in the missing information in the numbered space.

You now have 30 seconds to look at Task 4.

[30 seconds pause]

You will now hear a tour guide talking to a group of visitors to Bagley House. You will hear the recording twice.

Hello everyone, and welcome to Bagley House. My name is Martha and I'm your guide round the House. But before we start our tour of the rooms, let me tell you about the House. Bagley House is an outstanding example of early eighteenth century architecture. It was built by Lord Bagley in 1736 and stayed in his family until 1964.

As we go round the house, you will see fine examples of eighteenth century furniture, and on the first floor there is a collection of costumes that people wore at the time. You will see what was trendy in the world of fashion in eighteenth century England.

Downstairs, there is the kitchen. It's set out exactly as it was in the eighteenth century, so you will see how people prepared food before the days of electricity, gas and microwave ovens.

After going round the House, you must walk round the ornamental garden. The flowers and the trees are set out just as they were almost three hundred years ago, along with the original statues and fountains. And if you go to the end of the garden, there is an outstanding view over the sea. On a clear day, you can even see France across the water.

A special attraction in Bagley House is the banquet that we organize every Friday. All the dishes are from eighteenth century recipes, so you can experience the sort of meal that was enjoyed by the Lords and Ladies of the time.

But if you get hungry during your stay here, there's a cafeteria at the back of the House, where you can have drinks and eat sandwiches while looking at the garden. If you want a meal, you can go to the restaurant to your right. I particularly recommend our fish dishes. All the fish is caught locally.

And if you want to buy something to remind you of your visit, we have a souvenir shop. It's downstairs opposite the kitchen.

Okay. Let's start our tour of the rooms.
[5 seconds pause]

Now listen again.
[Repeat]

That is the end of Task 4.
[5 seconds pause]

You now have six minutes to copy your answers onto the answer sheet.
[5 minutes pause]

You have one more minute.
[1 minute pause]

That is the end of the test.

9.2. ČITANJE I PISANJE (READING AND WRITING PAPER)

Task 1

Questions 1-5

Read the messages.

For questions **1-5**, mark the correct answer (**A**, **B** or **C**) on your answer sheet.

1

Miranda

Please post the letters on the dining-room table for me. And we've got no milk, so buy some on the way back from the post office. Don't forget to feed the cat before you leave the house.

Mum

What should Miranda do first?

- A** Post the letters.
- B** Buy some milk.
- C** Feed the cat.

2

Dave

Sorry I couldn't come last night, but my parents went out and they asked me to look after my kid sister. She was ill in bed with a temperature. But at least I managed to do my homework for Friday.

Alan

Alan didn't meet Dave last night because he had to

- A** go out with his parents.
- B** take care of his sister.
- C** do work for school.

3

Eric

John rang while you were out. He says the film doesn't start at 5.30 but half an hour earlier. He'll meet you outside the cinema fifteen minutes before it starts. And he wants you to bring the DVD he lent you last week. He wants to show it to some friends.

Dad

John will be outside the cinema at

- A** 4.30.
- B** 4.45.
- C** 5.15.

4

Hi Terry

I know we agreed to go to the cinema tonight but I'll be home late and won't be ready in time. And I'm far too tired to go dancing. So let's just go and have a quiet meal somewhere. What do you say?

Roberta

Roberta would like to go to a

- A** restaurant.
- B** disco.
- C** cinema.

5

Hi Mary

Thanks for asking but, no, I don't want one of your puppies. I'm not crazy about dogs. In fact, they can be dangerous and I generally keep away from them. Just yesterday, I was walking through the park and one jumped at me and it was really scary. I don't know why it did this. Perhaps it wanted to play. So, no puppies for me, thank you.

Derek

Derek

- A** has a dog.
- B** likes to play with dogs.
- C** is afraid of dogs.

Task 2

Questions 6-10

The people below want to go on holiday.

On the opposite page there are descriptions of holidays in Croatia.

Decide which holiday would be the most suitable for each person.

For questions **6-10**, mark the correct letter (**A-H**) on your answer sheet. There are three letters that you do not need.

- 6** Jennifer loves water sports. She would like to explore underwater with experienced divers.
- 7** Simon is under a lot of stress, so he would like to spend a week far away from computers, phones and the everyday rush. He would like to spend some time with local people.
- 8** Charlotte and Pedro would love to try authentic food and drink in Croatia. They promised their friends a couple of bottles of wine.
- 9** Hannah and Oliver have saved some money and have decided not to worry about how much to spend on their holiday. They would love to visit some Mediterranean islands.
- 10** Alberto would like to spend a couple of days at the seaside. He retired last month because he has slight health problems. He wants to do some exercise which is not too demanding.

HOLIDAYS IN CROATIA

A Lighthouse Dream

Are you tired of rushing around all day long, answering phones and having endless business meetings? Why don't you try a week in a lighthouse? It's a great opportunity to be alone and have some time for yourself in an extraordinary location.

B Rafting on the Zrmanja

Have an adventure rafting on one of the most beautiful rivers in Croatia. Enjoy the excitement of rafting through a canyon, feeling far away from civilisation. You have to experience it if you consider yourself an adventurer. It will be an experience to remember.

C Treasure Hunt

Learn to deep-sea dive in the Adriatic. Take photos of old sunken ships full of treasure. The price includes hotel, instruction and equipment. No experience is necessary, but please bring a medical certificate to show you are fit and healthy.

D Island Paradise

Spend a week on an island in the south of Dalmatia and enjoy perfect peace and quiet, far away from city life (there are no cars on the island). Relax at the seaside and enjoy the food and drink produced by the friendly people who live on the island.

E Romantic Cruise

Start from Zadar and go on a luxury island cruise. Visit a different island every day. Discover fascinating towns. Swim in the crystal-clear Adriatic Sea. Enjoy our sea food specialties. You'll never want to get off.

F Pelješac Tour

Our wine tour is for anyone who enjoys top-quality wine. It's also a wonderful opportunity to explore the beautiful Pelješac peninsula and try the local sea-food specialities. You can buy fine wines at very attractive prices from the producers to take home with you as souvenirs of an unforgettable holiday.

G Sea Adventure

Have an adventure fishing tuna with professionals. But this trip is not for those who simply want a ride on a boat. There's plenty of hard work for you to do on board together with our skilled crew.

H Walking Tour

If you are fed up with crowded beaches, here's a way to get away from them. Our weekend walking tour is ideal for all generations. An hour's walk will take you to parts of the island that cannot be reached by car. You will enjoy every moment of it.

Task 3

Questions 11-15

Look at the sentences below about the Classic Safari tour. Read the text on the opposite page.

For questions **11-15**, decide if each sentence is TRUE (**T**) or FALSE (**F**). Mark the correct answer on your answer sheet.

- 11** The Classic Safari offers a trip to Nairobi, the Indian Ocean and a national park.
- 12** Accommodation in Nairobi is not included as part of the Classic Safari tour.
- 13** You will mostly sleep indoors.
- 14** An afternoon visit to Tanzania is planned for the last day.
- 15** A good time to see Thompson's Falls is between June and October.

African Safari

Come to Kenya and have the most memorable experience of your life. You can visit its sandy beaches on the Indian Ocean, shop in the busy streets of its capital Nairobi, or go on a photo safari in one of its famous national parks. The hottest period is from February to March and the coldest from July to August. The rainy seasons occur from April to June, and from October to December. Choose from our 5 day Classic and 7 day Magical Safaris.

The 5 day Classic Safari Tour:

Day 1

The safari begins in Nairobi. There you meet your guides to discuss your tour. The tour starts with an excursion to the famous National Museum. On the way there, you will stop at the writer Karen Blixen's house. Evening flight to Tsavo.

Days 2 & 3

You'll spend three nights in a safari bungalow. Its large terrace overlooks a lake where animals come to drink in the evenings. On a clear day, you can see Mt Kilimanjaro. In the afternoons you will enjoy a drive around Tsavo National Park looking for elephants, giraffes, impalas...

Day 4

You'll visit Samburu Reserve on the banks of the Uaso Nyiro River. This means plenty of water, trees and shade to attract wildlife like elephants, lions and zebras from the surrounding fields, as well as six-metre long crocodiles! Camping.

Day 5

You will travel to Thompson's Falls and arrive at lunchtime. The Falls are situated close to the border with Tanzania. Be sure to bring your passport in case the roads are blocked and you have to cross the border. You have the afternoon free to explore the waterfalls, which are particularly spectacular in the rainy season. The height of the Falls is 75 metres. Return to Nairobi.

Task 4

Questions 16-20

Read the newspaper article about Hayley Robbins.

For questions **16-20**, mark the correct answer (**A, B, C** or **D**) on your answer sheet.

Missing Schoolgirl Brought Home By Police

Hayley Robbins (15) was brought home by police yesterday after she had been missing for five days. "My husband and I were frantic with worry," Hayley's mother, Glenda (45), told reporters last night.

According to a police spokesperson, Hayley had been staying with her boyfriend, Khalid. "He's the problem," said Hayley's father, Mathew (41). "Hayley looks and acts much older than her years. But when it comes to her boyfriend, she doesn't have a mind of her own. He's totally unsuitable for her. He's almost twice her age, and he's not even a Christian."

"Khalid and I are just good friends," said Hayley. "I needed a place to go to, that's all. He had a spare room and said I could stay there. No big deal."

"I don't understand the youth of today," Mathew told our reporter. "You work hard to earn money for your children. You buy them CDs, computer games or whatever and this is the thanks you get."

Asked about this, Hayley replied, "So what if he buys me things! He's just trying to buy my love. He's only thinking of himself when he does that."

Hayley's mother thinks Hayley left home because of school. "They put too much pressure on the kids these days." Hayley's teacher, Amanda Dickinson (28), disagrees. "Hayley isn't a brilliant pupil, it's true. But she's no different from the other pupils in my class."

"What does my mother know?" said Hayley. "She doesn't know a thing about me. She's just interested in her career. When my dad physically tried to stop me from going out to see Khalid, she didn't try to stop him or even try to stop me. She didn't say a word but just watched me go. Typical! And I decided not to come back."

Asked why she did come back home, Hayley said that her sister had rung her to say she was lonely and couldn't stand it at home without her. Hayley knew the police were looking for her, so she went to a police station and said "Here I am."

- 16** Hayley left home because she had problems with
- A** her parents.
 - B** her teacher.
 - C** her boyfriend.
 - D** the police.
- 17** Hayley's boyfriend
- A** loves her.
 - B** dominates her.
 - C** is not right for her.
 - D** is older than her.
- 18** Hayley thinks her father is
- A** generous.
 - B** hard-working.
 - C** selfish.
 - D** mean.
- 19** According to Hayley, her mother usually
- A** agrees with her.
 - B** agrees with her father.
 - C** has her own opinion.
 - D** does not give an opinion.
- 20** Hayley came back home because
- A** she felt lonely.
 - B** she wanted to.
 - C** the police found her.
 - D** her parents were worried.

Task 5

Questions 21-25

Read the article about zoo keeping as a career.
Five sentences have been removed from the article. Choose from the sentences **A–F** the one which fits each gap (**21–25**). There is one extra sentence which you do not need.
Mark the correct answer on your answer sheet.

ZOO KEEPING AS A CAREER

“Zoo keeper” describes a person who works in a zoo and cares for animals. People often have the image of a zoo keeper only holding an adorable baby koala. But there is much more to the job than that.

The basic duties of zoo keepers include proper feeding of animals and daily cleaning and maintenance of animal exhibits. Zoo keepers must also be excellent observers. Professionals can immediately notice changes in the behaviour of animals and then react appropriately. **21.....** .

Zoo keeping is a demanding job and keepers must be physically able to perform their duties. A person working in a zoo should be aware of the risk of being attacked and injured by animals. **22.....** .

Animal keepers often serve as the first representatives of their institutions. **23.....** Keepers should be fully informed about the animals in their zoo and answer visitors’ questions in a friendly and professional manner.

There is no single way to become a zoo keeper. A degree in biology, zoology or animal behaviour often helps. **24.....** Besides education and some experience, good communication skills with both people and animals play an important role.

Since zoo animals require daily care, animal keepers often work on weekends and holidays. Wages are relatively low compared to some other professions requiring college education. **25.....** You must be patient and not get easily frustrated over the initial difficulties.

- A** These responsibilities are essential in maintaining a healthy animal world.
- B** Some colleges offer specialised courses to people considering a career as a zoo keeper.
- C** For this reason, direct contact with animals is minimal.
- D** Communication with visitors helps to increase the public’s support for zoos and their role in wildlife preservation.
- E** Keepers are required to use special equipment while feeding animals.
- F** However, like any other popular job, there are more candidates than available jobs.

Task 6

Questions 26-33

Read the text about Thanksgiving and choose the correct word for each space.

For questions **26-33**, mark the correct letter (**A, B, C** or **D**) on your answer sheet.

Thanksgiving

Thanksgiving is the most beloved of US holidays, when all in America, except of course the turkeys, give thanks.

For **26**..... Americans, Thanksgiving is about surviving a family visit and stuffing yourself with food **27**..... you must unfasten buttons and loosen belts. The meal traditionally consists of turkey, cranberry sauce, stuffing, sweet potatoes and pumpkin pie.

Turkeys, pumpkins and cranberries are all native foods. The cranberry is one of only three fruits native to North America, the **28**..... two being the Concord grape and the blueberry.

Every year, the US president pardons a single turkey, a tradition **29**..... by former president Harry Truman in 1947.

Schoolchildren are taught that the Pilgrims began the Thanksgiving tradition in 1621, to celebrate **30**..... first harvest in the new world. The feast in Plymouth, Massachusetts, lasted for three days and about 90 native Americans attended, supplying venison for the table **31**..... the settlers cooked up wild fowl.

Almost unbelievably in modern America, Thanksgiving **32**..... not become very commercialised, there is no tradition of giving presents and the focus is **33**..... firmly on visiting family and friends.

- | | | | | |
|-----------|-------------------|-----------------|--------------------|-------------------|
| 26 | A majority | B most | C mostly | D the most |
| 27 | A until | B unless | C for | D that |
| 28 | A other | B others | C another | D next |
| 29 | A begins | B began | C beginning | D begun |
| 30 | A theirs | B their | C the | D them |
| 31 | A while | B which | C so | D then |
| 32 | A does | B is | C was | D has |
| 33 | A yet | B just | C still | D now |

Task 7

Questions 34-45

Read and complete the text below.

Fill each space **34-45** with **one** word. Write the words on your answer sheet.

Dear Rhoda

I know it's **34**..... ages since I last wrote to you, but I've been away on holiday. We went to our cottage **35**..... the sea, and one evening **36**..... strangest thing happened and I must tell you **37**..... it. A strong wind **38**..... blowing and we all went **39**..... bed early. At about two in the morning, **40**..... was a loud bang above us and we all woke **41**..... . Then it seemed as **42**..... someone was walking in the attic. My mother shouted "Stop" and it stopped. It was really scary! We **43**..... not dare to stay in the house, so we went next door and slept in the neighbour's house!

The next day we went up to the attic and saw **44**..... old wooden toy had fallen on the floor. I don't know **45**..... it managed to do that. Perhaps the wind had knocked it over and made it roll around. And I can't explain that it stopped when my mother shouted out. It's all a mystery!

Love, Jemma

Task 8

Question 46

You recently went on a trip. Write to a friend about it. Tell your friend

- where you went
- what you did
- how you felt about it.

Write **40-60** words on your answer sheet.

Task 9

Question 47

Choose **one** of the questions below (A **or** B). Write **80-120** words on your answer sheet.

- A.** Read Jo's mail and write her a reply.

I'm 16 and in my free time I like taking photographs. What about you? How do you spend your free time?

- B.** Write to a friend to recommend a book you read recently. Say what it was about and why you liked it.

10. NAČIN BODOVANJA I UPUTE NASTAVNICIMA

Test slušanja s razumijevanjem

Zadaci od 1. do 25. donose po jedan bod za točan odgovor. Za neispravne odgovore učenici ne dobivaju negativne bodove. Učenici bilježe svoje odgovore na samome testu, a zatim ih prenose na poseban list za odgovore. Odgovori na zadatke 1. do 18. se ispravljaju optičkim čitačem, a odgovore na zadatke 19. do 25. ispravljaju ocjenjivači. U tim zadacima riječi moraju biti ispravno napisane (*spelling*).

Test čitanja i pisanja

Zadaci od 1. do 45. donose po jedan bod za točan odgovor. Za neispravne odgovore učenici ne dobivaju negativne bodove. Učenici bilježe svoje odgovore na posebnome listu za odgovore. Odgovori na zadatke 1. do 33. se ispravljaju optičkim čitačem, a odgovore na zadatke 34. do 45. ispravljaju ocjenjivači. U tim zadacima riječi moraju biti ispravno napisane (*spelling*).

Zadaci 46. i 47. pisani su uradci i ocijenjivat će se prema ocjenjivačkim skalama. U tim skalama detaljno će biti razrađeni sljedeći kriteriji.

Zadatak 46

Ostvarenost cilja zadatka:

- ostvarenost zadatka
- duljina zadatka

Jezik

- jasnoća
- točnost

Zadatak 47

Ostvarenost cilja zadatka

- ostvarenost zadatka (relevantnost)
- duljina
- razumljivost teksta

Koherencija i kohezija u tekstu

- organizacija teksta
- uporaba povezujućih elemenata (veznika, odnosnih riječi)
- interpunkcija

Opseg i ispravnost vokabulara

- opseg
- prikladnost uporabe
- ispravnost oblika

Opseg i ispravnost gramatike

- opseg
- ispravnost uporabe
- ispravnost oblika

Ključ za odgovore

Test slušanja s razumijevanjem

1	B
2	D
3	F
4	E
5	A

19	1736
20	costumes
21	garden
22	sea
23	Friday
24	fish
25	opposite

6	T
7	F
8	T
9	F
10	F
11	T
12	F

13	B
14	A
15	C
16	C
17	A
18	B

Test čitanja i pisanja

1	C
2	B
3	B
4	A
5	C

21	A
22	C
23	D
24	B
25	F

34	been
35	by / near / beside
36	the
37	about
38	was
39	to
40	there
41	up
42	if / though
43	did
44	an
45	how

6	C
7	D
8	F
9	E
10	H

26	B
27	A
28	A
29	D
30	B
31	A
32	D
33	C

11	F
12	T
13	T
14	F
15	F

16	A
17	D
18	C
19	D
20	B

DODATAK 1: Gramatička područja

Napomena

Navedene gramatičke strukture odnose se na sve tri komponente nacionalnoga ispita iz Engleskog jezika na nižoj razini: čitanje i uporaba jezika, pisanje i slušanje.

Učenici će se u ispitu susresti i s oblicima koji nisu navedeni, ali njihovo znanje se neće testirati.

Glagolska vremena

Present Simple
Present Continuous
Present Perfect Simple
Present Perfect Continuous
Past Simple
used to and would – past habits
Past Continuous
Past Perfect Simple
Future with *will / shall*
Future with *going to*
Future with Present Continuous
Future with Present Simple

Pitanja – direct, indirect

Želje – present and past

Passive – present / past / future
simple forms

Glagolski oblici

Infinitives (with and without *TO*)

Gerund

Modalni glagoli

can, could, may, might, should, would,
ought to, must, have(got) to, mustn't,
need, needn't.

Nepravni govor

statements, questions, commands,
requests/suggestions
He said he felt fine.
She asked me if I liked him.
He told me to stop

Imenice

Zamjenice

Članovi

Pridjevi

Brojevi

Prilozi

Prijedlozi

Veznici

Vrste rečenica

Simple sentence (*She is a doctor.*)
Compound sentence
(*Tom came and brought some food.*)
Time clauses
(*I'll call you when I get home.*)
Conditional clauses (Type 0, Type 1, Type 2)

DODATAK 2: ZAJEDNIČKI REFERENTNI STUPNJEVI – TABLICA ZA SAMOPROCJENU

		A1	A2	B1	B2	C1	C2
R A Z U M I J E V A N J E	Slušanje	Mogu razumjeti poznate riječi i osnovne fraze koje se odnose na mene, moju obitelj i neposrednu konkretnu okolinu ukoliko sugovornik govori polako i razgovijetno.	Mogu razumjeti fraze i najčešće korištene riječi iz područja od neposrednog osobnog interesa (npr. jednostavne podatke o sebi i obitelji, informacije vezane za kupovanje, neposrednu okolinu, posao). Mogu shvatiti osnovno značenje kratkih, jasnih i jednostavnih poruka i javnih obavijesti.	Mogu razumjeti glavne misli jasnog standardnog razgovora na poznate teme s kojima se redovito susrećem na poslu, u školi, u slobodno vrijeme itd. , mogu razumjeti glavne poruke mnogih radijskih i televizijskih programa o tekućim događajima ili na teme od osobnog i profesionalnog interesa ako su iskazane relativno polako i razumljivo.	Mogu razumjeti duže govore i predavanja, te pratiti čak i složenu argumentaciju ukoliko mi je tema barem donekle poznata. Mogu razumjeti veći dio TV vijesti i programa koji se bave tekućim događajima. Mogu razumjeti većinu filmova na standardnom jeziku.	Mogu razumjeti dugačak govor čak i kad nije jasno strukturiran i kad veze među rečenicama nisu jasno iskazane, već se samo podrazumijevaju. Mogu bez prevelika napora razumjeti televizijske programe i filmove.	Nemam poteškoća u razumijevanju bilo koje varijante govornog jezika, bilo u izravnoj komunikaciji bilo preko medija, čak ni kad se govori brzinom izvornog govornika, uz uvjet da imam vremena prilagoditi se određenom naglasku.
	Čitanje	Mogu prepoznati poznata imena, riječi i vrlo jednostavne rečenice, npr. na oglasima postavljenim na javnim mjestima, plakatima ili u katalogima.	Mogu čitati vrlo kratke, jednostavne tekstove. Mogu pronaći određenu, predvidivu informaciju u jednostavnim, svakodnevnim pisanim materijalima kao što su oglasi, prospekti, jelovnici i vozni redovi, te mogu razumjeti kratka, jednostavna osobna pisma.	Mogu razumjeti tekstove koji su uglavnom pisani običnim jezikom ili jezikom moje struke. Mogu razumjeti opis događaja, osjećaja i želja u osobnim pismima.	Mogu čitati članke izvještaje koji obrađuju suvremene probleme i u kojima pisac zauzima određene stavove ili izražava određena stajališta. Mogu razumjeti suvremenu književnu prozu.	Mogu razumjeti dugačke i kompleksne činjenične književne tekstove te uvažavati stilске različitosti. Mogu razumjeti specijalizirane članke i duže tehničke upute, čak i kad se ne odnose na moje područje.	Mogu bez poteškoća čitati sve vrste tekstova, uključivši apstraktne, strukturalne ili lingvistički složene tekstove poput priručnika, specijaliziranih članaka i književnih djela.
G O V O R	govorna interakcija	Mogu voditi jednostavni razgovor pod uvjetom da je sugovornik spreman sporije ponoviti ili preformulirati svoje rečenice, te da mi je spreman pomoći da izrazim ono što želim reći. Mogu postavljati i odgovarati na jednostavna pitanja o dobro poznatim temama ili da bih zadovoljio svoje neposredne potrebe.	Mogu komunicirati u jednostavnim i uobičajenim situacijama koje zahtijevaju jednostavnu i neposrednu razmjenu informacija o poznatim temama i aktivnostima. Mogu sudjelovati u vrlo kratkim društvenim razmjenama premda obično ne razumijem dovoljno da bih sam/a dovoljno podržavao/la razgovor.	Mogu se snalaziti u većini situacija koje se mogu pojaviti tijekom putovanja kroz područje na kojem se taj jezik govori. Mogu se bez pripreme uključiti u razgovor na teme koje su mi poznate, koje su od osobnog interesa ili se odnose na svakodnevni život (npr. obitelj, hobi, posao, putovanja i tekuće događaje).	Mogu komunicirati dovoljno tečno i neusiljeno, što omogućuje normalnu interakciju s izvornim govornikom. Mogu aktivno sudjelovati u raspravama u okviru poznatih situacija obrazlažući i braneći svoje stavove.	Mogu se tečno i neusiljeno izražavati bez jako očitog traženja odgovarajućih riječi. Mogu fleksibilno i učinkovito koristiti jezik u društvenim i poslovnim situacijama. Mogu precizno izraziti svoje ideje i mišljenja, te se sa svojim doprinosom spremno uključiti u raspravu drugih govornika.	Mogu bez napora sudjelovati u bilo kakvom razgovoru ili raspravi uz dobro prepoznavanje i korištenje idiomatskih izraza i kolokvijalizama, mogu se tečno izražavati i precizno prenositi i finije nijanse značenja. Ako ipak nađem na problem, mogu se povući i preformuliranjem izričaja zaobići prepreku toliko spremno da to sugovornici jedva primijete.
	govorna produkcija	Mogu koristiti jednostavne fraze i rečenice da bih opisao gdje živim i osobe koje poznajem.	Mogu koristiti niz fraza i rečenica da bih jednostavnim jezikom opisao/la svoju obitelj i druge ljude, uvjete svog života, svoje obrazovanje te svoje sadašnje ili prethodno radno mjesto.	Mogu jednostavno povezivati rečenice kako bih opisao/la doživljaje i događaje, svoje snove, nade i težnje. Mogu ukratko obrazložiti i objasniti svoja stajališta i planove. Mogu ispričati priču ili prepričati sadržaj knjige ili filma, te opisati svoje reakcije.	Mogu jasno i podrobno govoriti o mnogim temama vezanim uz područje vlastitog interesa. Mogu objasniti svoja stajališta o nekoj aktualnoj temi navodeći prednosti i nedostatke raznih pristupa.	Mogu iznijeti jasan, podroban opis složenih činjenica, povezujući tematske cjeline, razvijajući određene misli i zaokruživši izlaganje odgovarajućim zaključkom.	Mogu jasno i tečno iznositi činjenice ili argumente stilom koji odgovara kontekstu. Mogu učinkovito i logično strukturirati svoj prikaz na način koji slušatelju pomaže da uoči i zapamti glavne točke.
P I S A N J E	pisanje	Mogu napisati kratku, jednostavnu razglednicu, npr. poslati pozdrave s ljetovanja. Mogu ispuniti obrasce osobnim podacima, npr. unijeti svoje ime, državljanstvo i adresu u hotelski prijavni obrazac.	Mogu pisati kratke, jednostavne bilješke i poruke. Mogu napisati vrlo jednostavno osobno pismo, npr. pismo zahvale.	Mogu napisati jednostavan vezani tekst na poznatu temu ili temu od osobnog interesa. Mogu napisati osobno pismo opisujući svoje doživljaje i dojmove.	Mogu napisati jasan, podroban tekst o velikom broju tema iz područja svog interesa. Mogu napisati sastav ili izvještaj prenoseći informaciju ili navodeći razloge za ili protiv određenog stajališta. Mogu napisati pismo u kojem jasno izražavam značenje koje osobno pridajem određenim događajima i iskustvima.	Mogu se izraziti jasnim, dobro strukturiranim tekstom te razvijati svoja stajališta. Mogu pisati o složenim temama u pismu, sastavu ili izvještaju naglašavajući ono što smatram važnim. Mogu odabrati stil koji odgovara čitatelju kojemu je to namijenjeno.	Mogu napisati jasan, tečan tekst adekvatnim stilom. Mogu pisati složena pisma, izvještaje ili članke u kojima je određena tema jasna i logično iznesena kako bi primatelj mogao uočiti i zapamtiti bitne točke. Mogu pisati sažetke i prikaze stručnih ili književnih djela.