

ISPITNI KATALOG ZA EKSTERNU Maturu  
IZ JEZIČNOG IZBORNOG PODRUČJA  
U ŠKOLSKOJ 2018./2019. GODINI

**HRVATSKI JEZIK I KNJIŽEVNOST –  
– ENGLESKI JEZIK**

*Predmetno povjerenstvo za Hrvatski jezik i književnost*

1. s. Terezija Antunović, prof. (KŠC, Sarajevo)
2. Sanja Jurić, prof. (KŠC, Sarajevo)
3. Marina Heraković, prof. (KŠC, Travnik)
4. Ivona Rajković, prof. (KŠC, Travnik)
5. Zrinka Mandurić, prof. (KŠC, Žepče)
6. Žaklina Knežević, prof. (KŠC, Žepče)
7. Mariana Sedić, prof. (KŠC, Banja Luka)
8. Svjetlana Čelan, prof. (KŠC, Bihać)
9. Sanja Tomić, prof. (KŠC, Tuzla)
10. s. Nada Abramović, prof. (KŠC, Zenica)
11. Zorana Krstičević-Mrvak, prof. (KŠC, Zenica)

*Predmetno povjerenstvo za Engleski jezik:*

1. Ankica Kordić, prof. engleskog jezika (KŠC, Sarajevo )
2. Dragana Poljak, prof. engleskog jezika (KŠC, Zenica )
3. Irena Šantić, prof. engleskog jezika (KŠC, Travnik )
4. Dijana Marković Hajdarhodžić, prof. engleskog jezika (KŠC, Tuzla )
5. Martina Franjić, prof. engleskog jezika (KŠC, Bihać )
6. Branko Marijanović, prof. engleskog jezika (KŠC, Žepče )

## SADRŽAJ

<b>HRVATSKI JEZIK I KNJIŽEVNOST .....</b>	<b>4</b>
<b>UVOD .....</b>	<b>5</b>
<b>1. OPĆI CILJEVI ISPITA .....</b>	<b>5</b>
<b>2. OBRAZOVNI ISHODI .....</b>	<b>5</b>
2.1. Književnost .....	5
2.2. Jezik .....	6
<b>3. VRSTE ZADATAKA .....</b>	<b>6</b>
<b>4. TEHNIČKI OPIS ISPITA I BODOVANJE .....</b>	<b>7</b>
4.1. Pismeni ispit (test znanja) .....	7
4.2. Usmeni ispit .....	7
<b>5. ZADATCI ZA PISMENI DIO ISPITA (TEST ZNANJA) .....</b>	<b>8</b>
<b>5.1. KNJIŽEVNOST .....</b>	<b>8</b>
5.1.1. Teorija književnosti .....	8
5.1.2. Povijest književnosti .....	9
<b>5.2. JEZIK .....</b>	<b>15</b>
5.2.1. Fonetika i fonologija .....	15
5.2.2. Morfologija .....	16
5.2.3. Sintaksa .....	17
5.2.4. Leksikologija .....	17
5.2.5. Povijest jezika .....	17
<b>6. RJEŠENJA ZADATAKA ZA PISMENI ISPIT (TEST ZNANJA) .....</b>	<b>18</b>
<b>6. 1. KNJIŽEVNOST .....</b>	<b>18</b>
6.1.1. Teorija književnosti .....	18
6.1.2. Povijest književnosti .....	18
<b>6.2. JEZIK .....</b>	<b>23</b>

6.2.1. Fonetika i fonologija .....	23
6.2.2. Morfologija .....	23
6.2.3. Sintaksa .....	24
6.2.4. Leksikologija .....	24
6.2.5. Povijest jezika .....	25
<b>7. PITANJA ZA USMENI ISPIT .....</b>	<b>26</b>
7.1. Teorija književnosti .....	26
7.2. Povijest književnosti .....	27
7.3. Jezik .....	33
<b>PRIMJER RIJEŠENOGA TESTA ZNANJA .....</b>	<b>36</b>
<b>LITERATURA .....</b>	<b>41</b>
<b>ENGLISKI JEZIK .....</b>	<b>42</b>
<b>UVOD .....</b>	<b>43</b>
<b>1. ISPIT IZ ENGLSKOG JEZIKA .....</b>	<b>43</b>
1.1. Opći ciljevi ispita .....	43
1.2. Obrazovni ishodi .....	44
1.3. Područja ispitivanja i tipovi zadataka .....	44
1.4. Bodovanje i ocjenjivanje .....	44
<b>2. UPUTA ZA TESTIRANJE .....</b>	<b>46</b>
<b>3. ZADATCI .....</b>	<b>47</b>
<b>4. PRIMJER TESTA .....</b>	<b>99</b>
<b>5. RJEŠENJA .....</b>	<b>106</b>

# **HRVATSKI JEZIK I KNJIŽEVNOST**

## UVOD

Na osnovi članka 79. Uredbe o odgoju i obrazovanju u Sustavu katoličkih škola za Europu učenici, nakon završenog srednjeg obrazovanja, polažu maturu na razini Sustava, u organizaciji i provedbi Pedagoškog vijeća. Maturom se provjeravaju znanja, sposobnosti i vještine stečene tijekom srednjeg obrazovanja u gimnazijskom programu.

S tim ciljem napravljen je katalog za polaganje ispita mature iz predmeta **Hrvatski jezik i književnost** koji obuhvaća najvažnije programske sadržaje iz materinskog jezika što će poslužiti učenicima kao kvalitetna priprema za maturu.

Katalog za polaganje mature temeljni je dokument ispita u kojem su navedeni opći ciljevi ispita, ishodi znanja i struktura pismenog i usmenog dijela ispita zasnovana na programskim odrednicama Nastavnog plana i programa četverogodišnje srednje škole. Katalog je usklađen s Nastavnim planom i programom za gimnaziju.

## 1. OPĆI CILJEVI ISPITA

Ovim se ispitom želi provjeriti razina usvojenog znanja i stupanj sposobnosti koje su učenici razvili tijekom četverogodišnjeg srednjeg obrazovanja u skladu s ciljevima i zadacima za poučavanje Hrvatskoga jezika i književnosti prema Nastavnom planu i programu četverogodišnje srednje škole – gimnazije.

Poslije završenog četvrtog razreda gimnazije učenici/učenice bi trebali/trebale:

- razumjeti sadržaj i značenje književnoumjetničkoga teksta, sadržaj i namjenu neumjetničkoga teksta
- poznavati i koristiti se književnoteorijskim nazivljem
- poznavati jezičnu i pravopisnu normu i dosljedno je primjenjivati.

## 2. OBRAZOVNI ISHODI

Ispitom iz Hrvatskoga jezika i književnosti ispituju se književnoteorijska, književnopovijesna i jezična znanja, razumijevanje književnoga teksta i uporaba hrvatskoga standardnog jezika.

### 2.1. Književnost

U oblasti književnosti učenici/učenice bi trebali/trebale:

- prepoznati i razumjeti književnoteorijska i književnopovijesna obilježja književnih tekstova
- razlikovati, analizirati i tumačiti lirske, epske, dramske, književno-znanstvene i publicističke tekstove te poznavati njihov povijesni razvoj

- prepoznati i razumjeti književnopovijesna razdoblja europske (svjetske) i hrvatske književnosti (vremenske odrednice, predstavnike, poetike) u kronološkome slijedu
- razumjeti značajke stvaralaštva pojedinoga autora
- prepoznati tekstove, autore i razdoblja hrvatske i svjetske književnosti
- prepoznati, razumjeti i interpretirati književna djela predviđena Nastavnim planom i programom za gimnazije

## **2.2. Jezik**

U oblasti jezika učenici/učenice bi trebali/trebale:

- poznavati i primjenjivati pravopisnu normu hrvatskoga standardnog jezika
- poznavati i razlikovati osnovne jezikoslovne pojmove iz fonetike, fonologije, morfologije, sintakse i leksikologije
- prepoznati fonetske i fonološke jedinice hrvatskoga standardnog jezika, tj. glasove (njihova artikulacijska i akustička obilježja), slogove i prozodiju te njihovu raspodjelu
- razumjeti glasovne promjene
- prepoznati osnovna obilježja čakavskoga, kajkavskoga i štokavskoga narječja
- razumjeti vrste morfema i morfemsku analizu
- razumjeti gramatičke kategorije promjenjivih vrsta riječi
- poznavati i razlikovati nepromjenjive vrste riječi
- razumjeti tipove odnosa među sastavnicama sintagmi
- razumjeti gramatičko rečenično ustrojstvo
- razumjeti vrste nezavisnosloženih i zavisnosloženih rečenica
- razumjeti leksičko-semantičke odnose
- razumjeti značenje frazema u hrvatskome jeziku
- razumjeti jezično posuđivanje
- razumjeti tvorbene načine u hrvatskome jeziku
- razumjeti funkcionalne stilove hrvatskoga standardnog jezika
- razumjeti strukturu rječnika i leksikografske jedinice
- razumjeti i poznavati povijesni razvitak hrvatskoga jezika.

## **3. VRSTE ZADATAKA**

U testu su upotrijebljeni zadatci objektivnog tipa, a rješavaju se:

- davanjem odgovora na pitanje kojim se traži točno navođenje podataka
- višečlanim odabirom (dva ili više ponuđenih odgovora):
  - a) prepoznavanjem točne tvrdnje i
  - b) zaokruživanjem točnog odgovora između više ponuđenih
- dopunjavanjem odgovora/tvrdnje.

## **4. TEHNIČKI OPIS ISPITA I BODOVANJE**

### **4.1. Pismeni ispit (test znanja)**

Test sadrži ukupno 50 pitanja/zadataka, a svaki točan odgovor donosi dva (2) boda. Najviši broj bodova koji učenik može postići je 100 (stotinu). Za ocjenu dovoljan učenik mora postići najmanje 55 bodova, odnosno 55% od najvišeg broja bodova.

Polovično riješen zadatak vrjednovat će se jednim (1) bodom. Zadatak će se vrjednovati s nula (0) bodova ako je:

- odgovor netočan
- zaokruženo više odgovora gdje se traži jedan odgovor
- odgovor nečitko napisan.

Test se piše ukupno 90 minuta.

Pisati se može kemijskom olovkom (plavom ili crnom) isključivo pisanim slovima. Važno je pažljivo pročitati svaki zadatak.

### **4.2. Usmeni ispit**

Na usmenom ispitu učenici odgovaraju pojedinačno pred tročlanim ispitnim povjerenstvom, nakon što izvuku jednu od više ponuđenih kartica s tri pitanja.

Na svakoj je kartici po jedno pitanje iz teorije književnosti, iz povijesti književnosti i iz jezika.

Za ocjenu dovoljan potrebno je da učenik odgovori potpuno na barem jedno pitanje.

Ako učenik, nakon što pročita pitanja s izvučene kartice, zaključi da nije dovoljno spreman za ta pitanja, može izvući drugu karticu, ali mu se tada snizuje zaključna ocjena na usmenom ispitu.

## 5. ZADATCI ZA PISMENI DIO ISPITA (TEST ZNANJA)

### 5. 1. KNJIŽEVNOST

#### 5.1.1. Teorija književnosti

1. Nabrojite književne rodove.
2. Koja od navedenih obilježja karakteriziraju liriku?
  - a) pripovijedanje
  - b) prikazivanje događaja
  - c) portretiranje likova
  - d) izražavanje osobnih misli i čuvstava
3. Zaokružite slovo ispred točnog odgovora. U epskom je djelu bitno:
  - a) razvijanje sukoba
  - b) pripovijedanje
  - c) metaforično izražavanje
  - d) iskazivanje osobnih čuvstava
4. Zaokružite slovo ispred točnog odgovora. U dramskom je djelu bitno:
  - a) iskazivanje osobnih čuvstava
  - b) razvijanje sukoba
  - c) pripovijedanje
  - d) metaforičko izražavanje
5. Književna vrsta u kojoj se isprepleću elementi beletrističkog i znanstvenog zove se
  - a) pripovijetka
  - b) ep
  - c) roman
  - d) esej
6. *Tiho, o tiho govori mi jesen,  
Šuštanjem lišća i šapatom kiše.*  
U ovim je stihovima pjesnik Dobriša Cesarić upotrijebio:
  - a) simploku
  - b) onomatopeju
  - c) aliteraciju
  - d) asonanciju
7. O kojim je stilskim izražajnim sredstvima riječ u ovim primjerima?
  - a) *san snivati; misliti misli* \_\_\_\_\_
  - b) *Čekam te cijelu vječnost.* \_\_\_\_\_
  - c) *Puca zora, tmina bježi/Tuga mine, radost dojde* \_\_\_\_\_
  - d) *rječita tišina;...o mrtvi živote* \_\_\_\_\_
  - e) *Livade su me voljele. Nosile su moj glas i s njim su sjekle potoke.* \_\_\_\_\_
  - f) *Čime ću moći da te tješim u tom času?* \_\_\_\_\_
8. *Što se bijeli u gori zelenoj?  
Al je snijeg, al su labudovi?  
Da je snijeg već bi okopnio,  
Labudovi već bi poletjeli.  
Nit je snijeg, nit su labudovi,  
Nego šator age Hasanage.*  
Kako se zove stilsko sredstvo uporabljeno u poznatim stihovima *Hasanaginice*?
9. *Tisuću puta sam ti rekao. Manji si od makova zrna.*  
O kojem je stilskom sredstvu riječ u navedenim rečenicama iz svakodnevnoga govora?
10. Kako se naziva stih od šest stopa, najpoznatiji stih antičke književnosti?
11. Što je sonet?

12. Što su budnice i tko ih je pisao?
13. Što je nokturno/notturmo?
14. Što su epitalamiji?
15. Digresija je vrlo važan stilski postupak. Ukratko ga objasnite.
16. Što je invokacija?
17. Epska tehnika kojom pjesnik bez većeg uvoda uključuje čitatelja u radnju naziva se:  
a) heksametar b) in medias res c) invokacija d) retardacija e) epizoda
18. Koji je grčki teoretičar drame i filozof imenovao katarzu - pročišćenje osjećaja u odlučnom trenutku razvoja radnje u tragediji?
19. Dopolnite rečenicu.  
Dramske su vrste \_\_\_\_\_

### 5.1.2. Povijest književnosti

#### Pretpovijest književnosti

20. Od koliko se knjiga sastoji: a) Stari zavjet b) Novi zavjet?
21. Kako glasi naslov najljepšeg djela ljubavne poezije starih istočnih naroda čije je autorstvo pripisano Salomonu?
22. Što je Petoknjižje?
23. Navedite dijelove Novog zavjeta.
24. Kako se naziva prijevod Biblije na grčki, a kako prijevod na latinski jezik?
25. Kako se zove najopsežnije i najznačajnije djelo među mnogobrojnim babilonskim mitovima?
26. Navedite naslov jednog od velikih indijskih nacionalnih epova.
27. Kako se zove sveta knjiga islama?
28. Što je *Talmud*?

#### Antika

29. Koje razdoblje obuhvaća radnja Homerova epa *Ilijada*?
30. Kako se zove najveća grčka pjesnikinja razdoblja prve polovice VI. st. p. n. e.?
31. Kako se zove grčki pjesnik, jedan od glavnih predstavnika monodijske lirike i autor pjesme *Lađi*?
32. *Antigona* i *Kralj Edip* djela su grčkog tragičara:  
a) Euripida b) Sofokla c) Eshila
33. Tko je autor drame *Okovani Prometej*?
34. Napišite ime najvećeg rimskog komediografa.
35. Napišite naziv i autora nacionalnog epa antičke rimske književnosti.

#### Srednji vijek

36. Tko je autor *Ispovijesti*, svojevrsne lirske duhovne autobiografije?
37. Kako glasi naslov najstarijeg engleskog epa iz 8. stoljeća?

38. Napišite naslove velikih srednjovjekovnih nacionalnih epova:

- a) iz njemačke književnosti: \_\_\_\_\_
- b) iz španjolske književnosti: \_\_\_\_\_
- c) iz francuske književnosti: \_\_\_\_\_

39. *Carmina burana* je srednjovjekovna zbirka: a) novela, b) pjesama, c) epova.

### Hrvatska srednjovjekovna književnost

40. Kako se zove najstariji hrvatski opsežniji epigrafski spomenik i kojim je pismom napisan?

41. Kojem razdoblju hrvatske književnosti pripada *Ljetopis popa Dukljanina*?

42. Što je inkunabula?

43. Kako se naziva jedan od najstarijih spomenika pismenosti na tlu Bosne i Hercegovine?

### Predrenesansa, renesansa i humanizam

44. Koji autori čine trolist predrenesansne književnosti?

45. Kako se naziva Petrarčino djelo posvećeno prelijepoj Lauri?

46. Što se razvilo iz katedre za proučavanje Homera koju je u Firenzi osnovao Boccaccio?

47. Kako glasi naslov poznatog epa Lodovica Ariosta?

48. Predstava koju Hamlet organizira s putujućim glumcima zove se:

- a) Zavjera
- b) Mišolovka
- c) Otkrivanje
- d) Igra

49. Zaokružite slovo ispred točnog odgovora. Shakespeareova je tzv. lirski tragedija:

- a) *Romeo i Julija*
- b) *Ukročena goropadnica*
- c) *Hamlet*
- d) *Othello*

50. Napišite ime autora i naslov prvog romana svjetske književnosti.

51. *San ljetne/ivanjske noći* W. Shakespearea je:

- a) poema
- b) tragedija
- c) zbirka soneta
- d) komedija

### Hrvatski humanizam i renesansa

52. Najpoznatiji je Marulićev ep na latinskom jeziku:

- a) *Judita*
- b) *Davidijada*
- c) *Molitva*
- d) *Barbara*

53. Kako se zove istaknuti hrvatski latinist, autor poznate elegije pod naslovom *Elegija o pustošenju Šibenskog polja*?

54. *Blažen čas i hip, najprvo kad sam ja*

*vidil tvoj obraz lip, od koga slava sja.* Navedite autora ovih stihova

*Blažena sva mista, kada te gdividih,* i naslov pjesme kojoj stihovi pripadaju.

*dni, noći, godišta koja te ja slidih.*

55. Napišite naslov i ime autora prvog hrvatskog romana.

56. *Minu vrime od zlata, za gvozdje se svak uhiti, počeše ljudi nahvao biti boj s ljudima nazbilj za gospoctvo. Njegda ljudi nahvao dobivahu a njegovanazbilj. Ma, za rijet istinu, ljudi nazbilj u duga vremena napokon su otezali i još otezaju, ma s mukom i s trudom; današnji*

*dan ljudi su nazbilj pravi ljudi i gospoda, a ljudi nahvao ljudi su nahvao i bit će potištenjaci vazda.*

Prolog Dugog Nosa jedan je od najvažnijih ključeva za razumijevanje komedije koja predstavlja hrvatsku renesansnu književnost. O kojoj je komediji riječ i tko je njezin autor?

### Barok

57. Objasnite naziv barok.

58. Koji se književni pravci pojavljuju unutar epohe baroka?

59. Iz kojeg su književnog djela stihovi: *O, malen je dar nam dan,  
jer sav život – to je san,  
a san su i sami snovi.?*

60. Tko je autor religiozno-povijesnog epa *Oslobođeni Jeruzalem*?

### Barok u hrvatskoj književnosti

61. Tko je najveći hrvatski barokni pjesnik?

62. Djelo Ivana Gundulića *Dubravka* jest: a) komedija b) crkvena drama  
c) pastoralno-mitološka igra.

63. Iz kojeg su književnog djela stihovi:

*Kolo od sreće uokoli  
vrteći se ne pristaje:  
tko bi gori, eto je doli,  
a tko doli, gori ustaje.*

64. U razdoblju hrvatske barokne književnosti pojavljuje i jedna književnica. O kome je riječ i po kojem je književnom djelu pamtimo?

### Klasicizam i prosvjetiteljstvo

65. Tko se naziva ocem francuske klasicističke tragedije?

66. Tko je najveći francuski komediograf razdoblja klasicizma?

67. Tko su bili enciklopedisti?

68. Koji je francuski filozof i književnik napisao najpoznatiji prosvjetiteljski roman-parodiju?  
Napišite naslov tog romana.

### Hrvatska književnost 18. stoljeća (prosvjetiteljstvo i klasicizam)

69. Kako se zove hrvatski klasicist, autor zbirke pjesama *Fructus auctumnales* i prevoditelj Svetog pisma na hrvatski jezik?

70. Napišite ime i naslov najpoznatijeg djela značajnog slavonskog prosvjetitelja, pjesnika i vojnika.

71. Iz pera kojeg je kajkavskog komediografa nastalo djelo *Matijaš grabancijaš dijak*?

### Književnost u Bosni i Hercegovini u 17. i 18. stoljeću

72. Navedite naslov, godinu i ime autora prve tiskane knjige u Bosni i Hercegovini.

73. Kada su objavljene *Besjede* Matije Divkovića?

74. U kojim su samostanima nastali najpoznatiji franjevački ljetopisi u BiH?

75. Kojoj književnosti pripada Duvanjski arzuhal?

76. U koje se sve vrste lirske poezije mogu uvrstiti pjesme Safveta-bega Bašagića?

### Predromantizam i romantizam

77. Tko od navedenih autora ne pripada europskom romantizmu:

a) W. Scott b) Cervantes c) A. Lamartine d) V. Hugo

78. Kako se zove engleski pjesnik, najistaknutiji predstavnik romantičarskog individualizma?

79. Pod kojim se nazivom pojavljuje romantizam u Njemačkoj?

80. *Junak našeg doba* je:

a) socijalni roman b) psihološki roman c) pikarski roman d) pustolovni roman

81. Kojem djelu književnosti romantizma pripadaju likovi Tatjana i Lenki?

82. Tko je autor pjesama *Gavran* i *Annabel Lee*?

### Romantizam u hrvatskoj književnosti (hrvatski narodni preporod)

83. Tko je bio glavni ideolog ilirskoga pokreta, pokreta koji se javlja unutar hrvatskog narodnog preporoda?

84. Osnivač hrvatske književne kritike ujedno je i autor zbirke ljubavnih pjesama posvećenih Ljubici Cantily. Tko je on i kako se zove njegova zbirka?

85. Tko je autor putopisa *Pogled u Bosnu*?

86. Navedi naslove pjevanja u spjevu *Smrt Smail-age Čengića* Ivana Mažuranića.

87. Tko je autor pjesme *Rodu o jeziku*?

### Protorealizam u hrvatskoj književnosti

88. Napišite naslove Šenoinih povijesnih romana.

89. Napišite naslove triju pripovijedaka Augusta Šenoe.

90. Koji od navedenih naslova nije iz Šenoina djela *Povjestice*?

a) *Propast Venecije*, b) *Kameni svatovi*, c) *Ljubica*, d) *Kugina kuća*

91. Kako se naziva poznati programatski tekst Augusta Šenoe o književnosti?

### Realizam i naturalizam

92. U kojem su romanu glavni likovi Eugen de Rastignac, Anastazija i Delfina i tko je autor

toga romana?

93. Kojem značajnom romanu razdoblja realizma pripadaju likovi Raskoljnikov i Sonja Marmeladova?
94. Djelo N. V. Gogolja *Kabanica* jest: a) komedija b) tragedija c) pripovijetka d) roman.
95. Po kojem djelu i kojeg autora nastaje termin *bovarizam*?
96. *Sve sretne obitelji nalik su jedna drugoj, svaka nesretna obitelj nesretna je na svoj način.*  
Napišite naslov i ime autora romana koji počinje ovom rečenicom.
97. Tko je najvažniji teoretičar i pisac naturalizma?

### Hrvatski realizam

98. Napišite ime autora i naslov romana u kojem su likovi Ante, Lucija, Valpurga, Juraj.
99. Navedite tri antologijske pjesme S. S. Kranjčevića.
100. Kako se zove poznata zbirka pripovijedaka Ksavera Šandora Gjalskog?
101. Koji je od navedenih autora tematski vezan uz Slavoniju:  
a) M. C. Nehajev b) Ante Kovačić c) Josip Kozarac d) Vjenceslav Novak

### Modernizam (moderna)

102. Kojom pjesničkom zbirkom, kojeg autora i koje godine započinje razdoblje modernizma?
103. Navedite modernističke pravce.
104. Pijani brod je autobiografska poema  
a) S. Mallarmea b) P. Verlainea c) C. Baudelairea d) A. Rimbauda
105. Dramu *Nora* ili *Kuća lutaka* napisao je:  
a) August Strindberg b) Anton Pavlovič Čehov c) Henrik Ibsen
106. Napišite naslov drame A. P. Čehova kojoj pripadaju likovi Maša, Irina i Olga.

### Hrvatska moderna

107. Koji politički događaj obilježava početak hrvatske moderne?
108. U kojoj se noveli Janka Leskovara pojavljuje lik Đure Martića?
109. Navedite naslove zbirki pripovijedaka Antuna Gustava Matoša.
110. Kako glasi naslov nedovršene pripovijetke Dinka Šimunovića?
111. *Jesenje večeri* i *Utjeha kose* naslovi su pjesama:  
a) D. Domjanića b) A. G. Matoša c) S. Mihalića
112. pisci književnog razdoblja hrvatske moderne jesu:  
a) A.G.Matoš b) A.B. Šimić c) A. Kovačić d) V.Vidrić
113. Napišite naslove drama koje čine *Dubrovačku trilogiju* Ive Vojnovića.
114. Roman *Đuka Begović* napisao je:  
a) Josip Kosor b) Josip Kozarac c) Ivan Kozarac

### Moderna književnost 20. st.

115. Koji se od navedenih pravaca ne javlja početkom 20. stoljeća:  
 a) kubizam b) ekspresionizam c) realizam d) dadaizam
116. Ključni su pojmovi futurizma \_\_\_\_\_
117. *Ove noći mogu napisati najtužnije stihove.*  
 Napišite ime autora ovih stihova.
118. Navedite imena književnika čija djela predstavljaju moderno strukturiranu prozu poznatu pod nazivom “roman struje svijesti”?
119. Po kojim obilježjima roman *Krik i bijes* W. Faulknera spada među romane struje svijesti?
120. **Koji je autor književnim djelom pokušao vratiti “izgubljeno vrijeme”?**
121. Kako se zove Kafkin stil?
122. Napišite ime autora i naslov romana u kojem se pojavljuju likovi Marija, Pablo, Pilar i Robert Jordan.
123. Koji su zastupnici filozofije egzistencijalizma u europskoj književnosti?
124. **Kako se zove vrsta teatra čiji je tvorac Bertolt Brecht?**

### Hrvatska književnost 20. st.

125. Zbirka *Preobraženja* označuje najjači ekspresionistički izraz u hrvatskoj književnosti. Tko je njezin autor?
126. Kako se zove Krležin esej kojim je izazvao napade zagovornika socijalne literature?
127. Koje Krležine drame pripadaju ciklusu o obitelji Glembay?
128. Navedite naslov poznatog Krležina esejističkog romana.
129. Navedite likove iz Andrićeva romana *Prokleta avlija*.
130. Koje je godine i za koji roman Ivo Andrić dobio Nobelovu nagradu?
131. Navedite naslove dviju pripovijedaka Ive Andrića.
132. U kojem je romanu Meše Selimovića jedan od glavnih likova Hasan?
133. Navedite četiri antologijske pjesme Dobriše Cesarića.
134. Iz koje je pjesme navedeni stih?  
 ... gorko je čovjek biti, dok nož se s čovjekom brati.
135. Tko je autor ciklusa lirskih pjesama *Isus i moja sjena*?
136. Kako se zove najpoznatija zbirka pjesama Maka Dizdara?
137. Koji je bošnjački pjesnik moderne autor pjesama *Ja nijesam sanjar* i *Ja sam vjerni rob ljepote*?
138. Navedite naslove najpoznatijih pjesama Alekse Šantića.
139. Navedite naslove triju poznatih pripovijedaka Isaka Samokovlije.
140. Kako se zove poznata zbirka novela Ranka Marinkovića?
141. Tko je autor romana *Proljeća Ivana Galeba*?
142. U kojoj se komediji Ive Brešana pojavljuju junaci poznate tragedije W. Shakespearea?

## **5.2. JEZIK**

### **5.2.1. Fonetika i fonologija**

143. Što je fonologija, a što fonetika?
144. Definirajte jezik i napišite kako se naziva znanost o jeziku.
145. Što su alofoni? Čime su oni uvjetovani?
146. U kakvom su odnosu fonem i glas?
147. Nabrojite glasovne promjene.
148. Zašto dolazi do jednačenja suglasnika?
149. Zaokružite palatalne suglasnike.  
t, š, z, nj, đ, v, j, dž, k, č, ć, c, l, ž, lj, r, d
150. U kojim riječima uočavate jednačenje po zvučnosti?
- a) iscrtati
  - b) predsjednik
  - c) kosidba
  - d) pažnja
  - e) svadba
151. Koje su riječi nepravilno napisane?
- a) svjedodžba
  - b) pretstava
  - c) podčiniti
  - d) potšišati
  - e) potsvijest
152. Napišite G jd. imenica: hrbat, redak, obrazac
153. Napišite nazive svih glasovnih promjena koje uočavate u ovim primjerima:
- a) mlad – mlađi
  - b) dobar – dobra
  - c) krčag – krčazi
  - d) kotao – kotla
  - e) kazalište – kazališni
154. Pogrešno napisane pridjeve napišite pravilno:
- a) besmislen
  - b) bezžični
  - c) beživotan
  - d) besčastan
  - e) bezšuman
155. Napišite komparativ i superlativ svakog od ovih pridjeva:
- a) lijep
  - b) blijed
  - c) vrijedan
  - d) prijek
156. Napišite deminutive ovih imenica:
- a) svijeća
  - b) vijenac
  - c) zvijezda
  - d) pijetao
157. Zaokružite slovo ispred točnih tvrdnji.
- a) Jednosložne riječi mogu imati samo dugosilazni naglasak.

- b) Jednosložne riječi mogu imati samo silazne naglaske.
  - c) Višesložne riječi mogu imati na prvom slogu bilo koji naglasak.
  - d) Trosložne i višesložne riječi na srednjem slogu mogu imati samo silazne naglaske.
158. Što su enklitike, a što proklitike?
159. Stavite odgovarajući znak za naglasak iznad naglašenog sloga ovih riječi.  
panj, poskočiti, vrijedan, pruga, svjetski, zmaj

### 5.2.2. Morfologija

160. Što je morfem?
161. Što je alomorf?
162. Što su imenske riječi?
163. Kakve su imenice: granje, lišće, momčad, cvijeće, telad?
164. Napišite A jd. imenica:  
a) stol   b) dan   c) čovjek   d) nožić   e) dječak
165. Koja je rečenica pravilno napisana?  
a) Ne bih te mijenjao za svo blago svijeta.  
b) Ne bih te mijenjao za sve blago svijeta.  
c) Ne bih te mjenjao za sve blago svjeta.  
d) Nebih te mijenjao za sve blago svijeta.
166. Prema navedenim svršenim glagolima napiši nesvršene:  
a) dodijeliti  
b) pobijediti  
c) izvijestiti
167. Prema navedenim nesvršenim glagolima napravi svršene:  
a) kapati  
b) padati  
c) ocjenjivati
168. Kako dijelimo glagole po predmetu radnje?
169. Otvara li glagol zamjeriti se mjesto izravnom objektu u akuzativu?
170. Kojim vrstama riječi pripadaju riječi u rečenici:  
*Osjeća njezinu uspravnu blizinu kako ga dotiče hladnom neprisutnošću.*
171. Zaokružite slovo ispred niza riječi koje su nastale prefiksalsnom tvorbom  
a) ovelik, supijan, nagluh  
b) orač, rukometaš, natjecatelj  
c) neveselo, sadašnji, sjedokos  
d) maštati, podmazati, prepisivati  
e) uljepšavatelj, presretan, nebitan

### 5.2.3. Sintaksa

172. Što je sintaksa?

173. Što je tema, a što rema u rečenici?  
 174. Koje sintaktičke kategorije čine osnovno gramatičko ustrojstvo rečenice?  
 175. Koje se jezične jedinice proučavaju u okviru sintakse?  
 176. Zašto se atribut i apozicija nazivaju članovima članova?  
 177. Tko nije radio, ne zna što je umor.

Ova je zavisna rečenica:

- a) objektna
- b) odnosna
- c) subjektivna
- d) predikatna

#### 5.2.4. Leksikologija

178. Što su homofoni, a što homografi?  
 179. Koje su vrste leksičkih posuđenica prihvatljive u standardnom jeziku?  
 180. Čime se bavi grana jezikoslovlja pod nazivom leksikografija?  
 181. Razvrstajte navedene posuđenice u tablicu:  
 huligan, petrarkizam, votka, korida, stil, klasifikacija, pasterizacija, kauboj,  
 kvaliteta, univerzalan, oskar, boršč, viza

internacionalizmi	egzotizmi	eponimi

182. Napišite:

- a) dva oronima \_\_\_\_\_
- b) dva hidronima \_\_\_\_\_
- c) dva egzonima \_\_\_\_\_
- d) dva patronima \_\_\_\_\_
- e) dva etnonima \_\_\_\_\_
- f) dva apelativa \_\_\_\_\_

#### 5.2.5. Povijest jezika

183. Napišite naziv i godinu prve hrvatske tiskane knjige.  
 184. Napišite naziv prvog književnog jezika i prvog pisma Južnih Slavena.  
 185. Kako se zove stilizirani oblik ćirilice koji je bio u uporabi u BiH i dijelovima Hrvatske?  
 186. Koji su standardni jezici Bosne i Hercegovine?

## 6. RJEŠENJA ZADATAKA ZA PISMENI ISPIT (TEST ZNANJA)

### 6. 1. KNJIŽEVNOST

#### 6.1.1. Teorija književnosti

1. Epika, lirika, drama i diskurzivni rod
2. d) izražavanje osobnih misli i čuvstava
3. b) pripovijedanje
4. b) razvijanje sukoba
5. d) esej
6. b) onomatopeju c) aliteraciju d) asonanciju
7. a) etimološka figura, b) hiperbola, c) asindeton, d) oksimoron e) personifikacija  
f) retoričko pitanje
8. slavenska antiteza
9. Riječ je o hiperboli.
10. heksametar
11. Sonet je pjesnička forma talijanskog porijekla, sastavljena od četrnaest stihova koji su u osnovnom obliku podijeljeni u dva katrena i dvije tercine (terceta).
12. Budnice su domoljubne pjesme čija je osnovna funkcija bila buđenje nacionalne svijesti, a njihov je sadržaj (najčešće alegorijom) izražavao stavove ilirskoga pokreta. Pisao ih je Ljudevit Gaj.
13. Nokturno/notturmo je umjetničko djelo koje obrađuje motive noći, noćnih prizora i noćnih raspoloženja (ugođaja).
14. Epitalamiji su svadbene pjesme starih Grka pisane u daktilsko –trohejskom ritmu.
15. Digresija je duži opis nekoga predmeta, osobe ili događaja koji ne ulazi izravno u kontinuirani prikaz osnovne fabule.
16. Invokacija je kratak uvod u djelo u kojem se zaziva pomoć bogova i iznosi osnovna tema.
17. In medias res
18. Aristotel
19. Tragedija, komedija i drama u užem smislu

#### 6.1.2. Povijest književnosti

##### Pretpovijest književnosti

20. a) od 46 knjiga b) od 27 knjiga
21. Pjesma nad pjesmama
22. Petoknjižje je prvi i osnovni dio Biblije. Po predaji se većim dijelom pripisuje Mojsiju.
23. Evanđelja (četiri), poslanice i Otkrivenje.
24. Prijevod na grčki naziva se *Septuaginta ili Prijevod sedamdesetorice*, a prijevod na latinski *Vulgata (prijevod sv. Jeronima)*
25. Ep o Gilgamešu
26. Mahabharata
27. Kur'an

28. *Talmud* je zbornik vjerskih spisa, zakona i komentara u kojem je očuvana tradicija mitova i duhovne kulture židovskog naroda u starom vijeku.

### Antika

29. Oko pedeset dana desete godine rata Ahejaca i Trojanaca
30. Sapfa
31. Alkej
32. b) Sofokla
33. Eshil
34. Tit Makcije Plaut
35. *Eneida*, Vergilije

### Srednji vijek

36. Aurelije Augustin (sv. Augustin)
37. Beowulf
38. a) Pjesma o Nibelunzima  
b) Pjesma o Cidu  
c) Pjesma o Rolandu
39. b) pjesama

### Hrvatska srednjovjekovna književnost

40. Bašćanska ploča, glagoljicom
41. Razdoblju srednjega vijeka
42. Inkunabula je knjiga iz prvog doba tiskarstva (prvotisak), odnosno knjiga tiskana prije 1500. godine
43. Humačka ploča

### Predrenesansa, renesansa i humanizam

44. Dante Alighieri, Francesco Petrarca i Giovanni Boccaccio
45. Kanconijer
46. U Firenci je Boccacciovom zaslugom osnovana katedra za proučavanje Homera, a iz tog studija izrastao je humanistički europski pokret u cjelini.
47. *Bijesni Orlando*
48. b) Mišolovka
49. b) *Ukročena goropadnica*
50. Miguel de Cervantes, *Don Quijote*
51. d) komedija

### Hrvatski humanizam i renesansa

52. b) *Davidijada*
53. Juraj Šižgorić
54. Šiško Menčetić (Šišmundo Vlahović Menčetić), *Blažen čas i hip*

- 55. *Planine*, Petar Zoranić
- 56. *Dundo Maroje*, Marin Držić

### Barok

- 57. Naziv je barok dobio prema portugalskoj riječi *barocco* koja označava biser nepravilna oblika i nevelike vrijednosti
- 58. manirizam, gongorizam, marinizam, precioznost...
- 59. Iz drame *Život je san*, Calderon de la Barca
- 60. Torquato Tasso

### Barok u hrvatskoj književnosti

- 61. Ivan Gundulić
- 62. c) pastoralno-mitološka igra
- 63. *Osman*
- 64. Ana Katarina Zrinska, *Putni tovaruš*

### Klasicizam i prosvjetiteljstvo

- 65. Pierre Corneille
- 66. Moliere (Jean Baptiste Poquelin Moliere)
- 67. Enciklopedistima nazivamo francuske filozofe, matematičare, obrtnike i znanstvenike koji su u 18. stoljeću radili na Enciklopediji.
- 68. Voltaire, *Candide*

### Hrvatska književnost 18. stoljeća (prosvjetiteljstvo i klasicizam)

- 69. Matija Petar Katančić
- 70. Matija Antun Reljković, *Satir iliti divji čovik*
- 71. Tituš Brezovački

### Književnost u Bosni i Hercegovini u 17. i 18. stoljeću

- 72. *Nauk krstjanski* (i *Sto čudesa*), 1611., fra Matija Divković
- 73. 1616. godine
- 74. Kraljeva Sutjeska, Kreševo, Fojnica
- 75. Pripada hrvatskoj alhamijado književnosti
- 76. Pjesme sevdalinskog tona, filozofske i mistično-religiozne.

### Predromantizam i romantizam

- 77. b) Cervantes
- 78. George Gordon Byron
- 79. Sturm und Drang
- 80. Psihološki roman

- 81. *Evgenij Onjegin*
- 82. Edgar Allan Poe

#### Romantizam u hrvatskoj književnosti (hrvatski narodni preporod)

- 83. Ljudevit Gaj
- 84. Stanko Vraz, *Đulabije*
- 85. Matija Mažuranić
- 86. Agovanje, Noćnik, Četa, Harač, Kob
- 87. Petar Preradović

#### Protorealizam u hrvatskoj književnosti

- 88. *Zlatarovo zlato, Seljačka buna, Kletva, (Čuvaj se senjske ruke)*
- 89. *Prijan Lovro, Prosjak Luka, Branka, Karanfil s pjesnikova groba, Kanarinčeva ljubovca*
- 90. c) *Ljubica*
- 91. *Naša književnost*

#### Realizam i naturalizam

- 92. *Otac Goriot*, Balzac
- 93. *Zločin i kazna*
- 94. c) pripovijetka
- 95. *Gospođa Bovary*, Gustav Flaubert
- 96. *Ana Karenjina*, Lav Nikolajevič Tolstoj
- 97. Emile Zola

#### Hrvatski realizam

- 98. Vjenceslav Novak, *Posljednji Stipančići*
- 99. *Moj dom, Mojsije, Gospodskom Kastoru, Iza spuštenijeh trepavica, Eli! Eli! Lama azavtani*
- 100. *Pod starimi krovovi (Pod starim krovovima)*
- 101. c) J. Kozarac

#### Modernizam (moderna)

- 102. Charles Baudelaire, *Cvjetovi zla*
- 103. Simbolizam, impresionizam, larpurlartizam, secesija, parnasovci
- 104. d) A. Rimbauda
- 105. c) Henrik Ibsen
- 106. *Tri sestre*

#### Hrvatska moderna

107. Studenti su 1895. godine, u povodu dolaska cara Franje Josipa I. u Zagreb na otvaranje nove zgrade Hrvatskog narodnog kazališta, na Trgu bana Jelačića spalili mađarsku zastavu pred carem i Khuenom Hedervaryjem, demonstrirajući na taj način protiv Khuenovih pokušaja mađarizacije Hrvatske.

108. U noveli „Misao na vječnost“.

109. „Iverje“, „Novo iverje“ i „Umorne priče“

110. *Mrkodol*

111. b) A.G.Matoš

112. a) A.G.Matoš i d) V.Vidrić

113. *Allons enfants, Suton, Na taraci.*

114. c) Ivan Kozarac

### Moderna književnost 20. stoljeća

115. c) realizam

116. brzina, tehnika, pobuna, smjelost, drskost, borba, okrutnost, opasnost

117. Pablo Neruda

118. William Faulkner, James Joyce, Virginia Woolf

119. Tok misli bez sintaktičke i interpunkcijske omeđenosti, unutrašnja perspektiva, pripovijedanje u prvom licu, uvid u psihički život lika, subjektivno protjecanje vremena

120. Marcel Proust

121. kafkijanska atmosfera/kafkin stil

122. Ernest Hemingway, *Komu zvono zvoni*

123. Albert Camus, Jean Paul Sartre

124. epski teatar

### Hrvatska književnost 20. stoljeća

125. Antun Branko Šimić

126. Predgovor Podravskim motivima Krste Hegedušića

127. *Gospoda Glembayevi, U agoniji, Leda*

128. *Povratak Filipa Latinovicza*

129. Fra Petar, Ćamil, Karađoz, Haim

130. Godine 1961., za roman *Na Drini ćuprija*

131. *Most na Žepi, Put Alije Đerzeleza, Ćorkan i Švabica, Aska i vuk.*

132. *Tvrđava*

133. *Oblak, Povratak, Balada iz predgrađa, Pjesma mrtvog pjesnika, Slap...*

134. *Mati čovjekova* (Vesna Parun)

135. Nikola Šop

136. *Kameni spavač (Modra rijeka)*

137. Musa Ćazim Ćatić

138. *Veče na školju, Pretprazničko veče, Emina, Moja otadžbina, O klasje moje*

139. *Od proljeća do proljeća, Nosač Samuel, Rafina avlija*  
140. *Ruke*  
141. Vladan Desnica  
142. *Predstava Hamleta u selu Mrduša Donja*

## 6.2. JEZIK

### 6.2.1. Fonetika i fonologija

143. Fonologija je jezikoslovna disciplina koja proučava foneme, tj. jezičnu funkciju i ponašanje govornih jedinica.  
Fonetika je jezikoslovna disciplina koja proučava akustička i artikulacijska obilježja glasa.
144. Jezik je komunikacijski sustav sastavljen od znakova i pravila koji se koristi za međusobnu komunikaciju i razmjenu značenja. Znanost o jeziku naziva se jezikoslovlje ili lingvistika.
145. Alofoni su inačice (varijante) fonema. Uvjetovani su fonološkom okolinom.
146. Glas je najmanja govorna jedinica, a fonem je najmanja jezična jedinica koja nema značenje, ali ima razlikovnu ulogu.
147. Sibilizacija, palatalizacija, jotacija, jednačenje po zvučnosti, jednačenje po mjestu tvorbe, nepostojano a, vokalizacija.
148. Do jednačenja suglasnika dolazi zbog međusobnog utjecaja glasova sličnih ili različitih zvučnih i izgovornih svojstava.
149. š, nj, đ, j, dž, č, ć, ž, lj
150. a) iscrtati, c) kosidba, e) svadba
151. b) pretstava, d) potšišati, e) potsvijest
152. Hrpta, retka, obrasca
153. a) jotacija, b) nepostojano a, c) sibilizacija, d) vokalizacija, e) ispadanje suglasnika
154. b) bežični, d) beščastan, e) bešuman
155. a) ljepši, najljepši, b) bljeđi, najbljeđi, c) vredniji/vrjedniji, najvredniji/najvrjedniji  
d) preči, najpreči
156. a) svjećica, b) vjenčić, c) zvjezdica d) pjetlić
157. b) Jednosložne riječi mogu imati samo silazne naglaske, c) Višesložne riječi mogu imati na prvom slogu bilo koji naglasak.
158. Enklitike su nenaglašene riječi koje stoje iza naglašene riječi, a proklitike su nenaglašene riječi koje stoje ispred naglašene riječi.
159. pânj, poskòčiti, vrijédan, prúga, svjètski, zmaj.

### 6.2.2. Morfologija

160. Morfem je jezična jedinica koja ima svoje značenje.
161. Različita ostvarenja (varijante) istog morfema nazivaju se alomorfi.
162. Imenske riječi su sve vrste riječi koje se mijenjaju kao imenice.
163. Zbirne imenice

164. a) stol b) dan c) čovjeka d) nožić e) dječaka  
 165. b) Ne bih te mijenjao za sve blago svijeta.  
 166. a) dodjeljivati b) pobjeđivati c) izvještavati/izvješćivati  
 167. a) kapnuti b) pasti c) ocijeniti  
 168. Prijelazni, neprijelazni, povratni  
 169. Ne otvara.  
 170. *Osjeća* – glagol, *njezinu* – zamjenica, *uspravnu* – pridjev, *blizinu* – imenica, *kako* – veznik, *ga* – zamjenica, *dotiče* – glagol, *hladnom* – pridjev, *neprisutnošću* – imenica  
 171. a) ovelik, supijan, nagluh

### 6. 2.3. Sintaksa

172. Sintaksa je jezikoslovna disciplina koja proučava pravila po kojima se riječi slažu u sintagmu i rečenice.  
 173. Tema i rema su dva tipa obavijesti u rečenicama. Tema je poznata obavijest, ne nosi nove informacije. Rema je dio iskaza koji nosi novu obavijest.  
 174. Predikat, subjekt, objekt, priložne oznake.  
 175. Sintagma, rečenica i tekst.  
 176. Nazivaju se tako zato što se u rečenicu uvode preko drugih rečeničnih članova.  
 177. c) subjektna

### 6.2.4. Leksikologija

178. Homofoni su riječi koje se isto izgovaraju, a različito pišu (istozvučnice), a homografi su riječi koje se isto pišu, a različito izgovaraju (istopisnice).  
 179. Usvojenice, internacionalizmi.  
 180. Leksikografija je znanost koja se bavi teorijom i praksom sastavljanja rječnika, leksikona i enciklopedija; dijeli se na enciklopedijsku (bavi se pojmovima) i jezičnu ili lingvističku (bavi se riječima i frazemima).

181.

internacionalizmi	egzotizmi	eponimi
stil, viza, univerzalan, klasifikacija, kvaliteta	votka, korida, kauboj, boršč	huligan, petrarkizam, pasterizacija, oskar

182. a) Majevisa, Igman  
 b) Bosna, Sava  
 c) Beč, Rim  
 d) Petrović, Hajdukov  
 e) Francuzi, Španjolci  
 f) mačka, vrata

### **6.2.5. Povijest jezika**

- 183. Misal po zakonu rimskoga dvora, 1483.
- 184. Staroslavenski/crkvenoslavenski, glagoljica
- 185. Bosančica
- 186. Hrvatski jezik, bosanski jezik i srpski jezik.

## 7. PITANJA ZA USMENI ISPIT

### 7.1. Teorija književnosti

1. Književnost i ostale umjetnosti  
(pojam umjetnosti, vrste umjetnosti, umjetnička djela, književnost kao umjetnost riječi)
2. Znanosti koje se bave proučavanjem književnosti  
(predmet proučavanja svake od književnih znanosti: teorije književnosti, povijesti književnosti, književne kritike i književne metodologije)
3. Književni rodovi i vrste  
(podjela, osnovna obilježja; jednostavni i složeni oblici)
4. Vrste lirskih pjesama  
(podrijetlo pojma, početci lirike, tradicionalni lirski oblici, podjela prema obliku i temi)
5. Vrste romana  
(pojam, razvoj, vrste, prvi roman u današnjem značenju/smislu riječi, vrste romana prema temi, stavu autora i općem tonu, prema činiteljima integracije, prema književnim epohama)
6. Vrste drame  
(pojam, razvoj, značajke, vrste, dramska kompozicija, dramski lik, dramska radnja, dramski sukob)
7. Stih i proza kao posebni načini uporabe jezika  
(književnost kao umjetnost riječi, tekst i kontekst; doslovno značenje i preneseno značenje)
8. Versifikacija  
(određenje pojma, vrste - silabička, akcenatska/tonska, antička/klasična, vrste stiha, vrste strofa, vrste rima, sonet, ritam, činitelji ritma)
9. Struktura književnog djela  
(građa književnoga djela, tema, misli i ideje, motivi, fabula, siže, književni lik, pripovijedanje, opisivanje, dijalog, monolog, kompozicija, jezik)
10. Kompozicija književnog djela  
(određenje pojma; vanjska i unutarnja kompozicija, pjesničke slike)
11. Stilska izražajna sredstva  
(što su stilska izražajna sredstva odnosno pjesničke figure; razdioba)

## 7.2. Povijest književnosti

12. Antička književnost. Pojam mita.  
(vremenske odrednice, pojmovi *klasični* i *antički*, književne vrste i glavni predstavnici antičke grčke i rimske književnosti; uloga mita u antičkoj književnosti)
13. Homer, *Ilijada* i *Odiseja*  
(vrsta djela, mjesto i vrijeme radnje, homersko pitanje; tema i ideja djela, likovi; književni postupci tipični za epiku)
14. Sofoklo, *Antigona*  
(vrsta djela, mjesto i vrijeme radnje, tema i ideja djela; Antigonina krivnja)
15. Grčka lirika: Sapfa, Alkej, Anakreont, Pindar  
(razdoblje njihova stvaranja, monodijska i korska lirika, tematika pjesama)
16. Rimska književnost  
(razdoblja i vremenske odrednice, drama, lirika, epika, predstavnici i djela, značajke)
17. Vergilije, *Eneida*  
(vrsta djela i značenje, mjesto i vrijeme radnje, tema, pjesnički uzor, likovi bogova)
18. Plaut, *Aulularija*  
(vrsta djela, vrijeme i mjesto radnje, tema, glavni motivi, ideja, likovi)
19. Rimska lirika: Katul, Tibul, Horacije  
(vremenske odrednice, *novi pjesnici*, tematska obilježja njihovih pjesama)
20. Usmena (narodna) književnost  
(što je usmena/narodna književnost, sprega s drugim umjetnostima, najzastupljenije vrste, stilske karakteristike pjesama, tematika, prozne epske vrste, osobine narodne epske pjesme)
21. Počeci pismenosti južnoslavenskih naroda  
(počeci slavenske pismenosti, Sveta braća, pismo i jezik Južnih Slavena)
22. Srednjovjekovna književnost  
(povijesne i vremenske granice, neknjiževna književnost, jezična raznolikost, književne vrste, nacionalni epovi, trubadurska lirika, vagantska lirika, viteški roman, reprezentativna djela)
23. Srednjovjekovna književnost u Bosni i Hercegovini  
(usmena i pisana književnost, vremenske odrednice, nadgrobni spomenici, stećci, narodne pjesme, sevdalinke, latinska pismenost, glagoljska pismenost, bosančica)
24. Srednjovjekovna književnost u Hrvatskoj  
(hrvatska srednjovjekovna proza, pravni i povijesni tekstovi, poučna proza, prvi književni tekstovi, svjetovni romani, hrvatska srednjovjekovna poezija, hrvatska srednjovjekovna drama, pisci i djela, zapisi u kamenu, hrvatska pisma)

25. Pojava humanizma i renesanse u europskoj književnosti (Dante, Petrarca, Boccaccio)  
(vrijeme i prostor, društveno-političke okolnosti, humanistički pokret, najvažniji predstavnici, svjetonazor i značajke/obilježja, književni centri, književne vrste, najomiljenija književna vrsta, nove književne vrste. Vrhunac Danteova stvaralaštva, petrarkizam, *dolce stil nuovo*)
  
26. Zrela renesansa u Europi  
(značenje pojma, svjetonazor renesansnog čovjeka, renesansna poetika, književnost renesanse, najistaknutiji predstavnici i djela; renesansna drama – *commedia dell arte* i *comedia erudita*, prvi moderni roman svjetske književnosti, donkijhotizam)
  
27. Hrvatska renesansna književnost  
(lirika, epika, drama, vremenske i prostorne odrednice, značajni autori i djela)
  
28. Hrvatska renesansna epika  
(vremenske odrednice, autori i djela, tematika)
  
29. Hrvatska renesansna lirika  
(hrvatski petrarkisti, refleksivna lirika, pokladna lirika, značajni autori i djela)
  
30. Hrvatska renesansna drama  
(početci svjetovne drame, društveno-političke okolnosti, književna središta, značajke, predstavnici i djela, tematika)
  
31. Hrvatska književnost baroka  
(trajanje, društveno-političke okolnosti, četiri samostalna regionalna književna kruga, glavni i najplodonosniji književni i kulturni prostor, književne vrste, tematske preokupacije, predstavnici i djela)
  
32. Književnost u Bosni i Hercegovini od 15. do 19. st.  
(književni rad bosanskih franjevaca, utemeljitelj starije hrvatske književnosti na tlu BiH, prva tiskana knjiga na narodnom/hrvatskom jeziku, djela franjevaca na latinskom i narodnom jeziku, pismo)
  
33. Književnost bosanskih franjevaca  
(vremenske odrednice, dolazak franjevaca u BiH, dvostruko značenje književnog rada franjevaca, franjevački samostani, ljetopisi na latinskom i narodnom jeziku, ostale književne vrste, autori i djela)
  
34. Književnost na orijentalnim jezicima  
(društveno-političke prilike, pad BiH pod tursku vlast, islamizacija stanovništva, najzastupljenija književna vrsta, teme i motivi pjesnika 16., 17., i 18. st.; *divani*)
  
35. Alhamijado književnost  
(značenje pojma, vremenske odrednice, jezik i pismo, značajke alhamijado književnosti, oblici i sadržaj, glavni oblici i predstavnici)
  
36. Romantizam u europskoj književnosti  
(trajanje, društveno-političke okolnosti, značajke, dominantne književne vrste i teme. *Sturm und Drang*; jezerski pjesnici; bajronizam; romantičarski junak; predstavnici i djela)

37. Johann Wolfgang Goethe, *Patnje mladog Werthera*  
(književna epoha, vrsta djela, vrijeme i mjesto radnje, tema, ideja, likovi romantičarska obilježja)
38. Aleksandar Sergejevič Puškin, *Eugenij Onjegin*  
(vrsta djela, vrijeme i mjesto radnje, tema, ideja, likovi – romantičarska obilježja)
39. Lirika romantičara  
(glavne značajke i tematske preokupacije, *Weltschmerz* - “svjetska bol”, predstavnici i najznačajnija djela)
40. Književnost hrvatskog narodnog preporoda  
(povijesni okvir, nacionalna i društvena uloga književnosti, ilirski pokret, prve hrvatske novine i prvi književni časopis, budnice i davorije, naistaknutiji predstavnici i djela)
41. Poezija Petra Preradovića  
(društveno-povijesna stvarnost i autobiografska obilježja poezije Petra Preradovića, najpoznatije Preradovićeve domoljubne pjesme, pjesme s općeljudskim temama, intimna poezija)
42. Ivan Mažuranić, *Smrt Smail-age Čengića*  
(književna epoha, vrsta djela, struktura, mjesto radnje, vrijeme radnje, likovi, obilježja jezika i stila, romantičarska obilježja, značenje djela)
43. Protorealizam (August Šenoa)  
(trajanje, društvene i povijesne okolnosti, obilježja, predstavnici i djela, časopisi, biografski podatci o Augustu Šenoi i njegovo značenje za hrvatsku književnost, djela – povjestice, pripovijetke i romani)
44. Realizam u svjetskoj književnosti  
(pojam, trajanje, povijesni i društveni okvir, obilježja, predstavnici, tehnike, realistički lik)
45. Honore de Balzac, *Otac Goriot* (ili *Eugenie Grandet*)  
(književna epoha, književna vrsta, tema, struktura, kompozicija, likovi, karakterizacija na osnovi enterijera, jezik i stil, realistička obilježja)
46. Fjodor Mihajlovič Dostojevski, *Zločin i kazna*  
(književna epoha, tema, likovi, razgradnja realističkoga romana, monološko-asocijativni tip romana, struktura, tehnike modernoga romana, unutarnji monolog, stil, jezik)
47. Lav Nikolajevič Tolstoj, *Ana Karenjina*  
(književna epoha, vrsta romana, tema, likovi, ženski likovi u razdoblju realizma, obilježja, jezik i stil, značenje)
48. Gustave Flaubert, *Gospođa Bovary*  
(književna epoha, vrsta romana, roman triptih, tema, Flaubetova javna uvreda morala, likovi, tehnike, pripovijedanje, obilježja realizma i modernizma, bovarizam)

49. Naturalizam, Zola

(trajanje, obilježja, estetika ružnoga, podređenost likova, teorija Hippolitea Tainea, Zolina djela - *Therese Raquin*, eksperimentalni roman)

50. Realizam u hrvatskoj književnosti

(trajanje, odraz političkih i društvenih prilika, dvije koncepcije shvaćanja književnosti, predstavnici, regionalna omeđenost, tipične teme, tipični likovi, obilježja)

51. Ante Kovačić, *U registraturi*

(književna epoha, vrsta djela, tema, likovi, realistička, naturalistička, romantičarska i modernistička obilježja, obilježja pripovijedanja, retrospekcija, lik fatalne žene, plastični lik, jezik, stil)

52. Vjenceslav Novak, *Posljednji Stipančići*

(književna epoha, vrsta djela, tema, likovi, ekonomski, moralni i društveni razlozi propasti obitelji, retrospekcija, psihološka i socijalna motiviranost likova, jezik i stil)

53. Poezija Silvija Strahimira Kranjčevića

(biografski podatci, zbirke pjesama, *Mojsije*, vrsta, tema, likovi, perspektive, općeljudski problemi vidljivi u pjesmi, stih, strofa, ritam, stil...)

54. Moderna u svjetskoj književnosti – Baudelaire, Rimbaud, Verlaine

(pojam, trajanje, obilježja, smjerovi, parnasovci, simbolizam, impresionizam, secesija, dekadencija, bečka moderna, moderna drama, predstavnici i obilježja, Čehov i Ibsen; Baudelaire – *Cvjetovi zla*, struktura, obilježja, parnasovstvo, pjesma u prozi, estetika ružnoga, *Albatros* – interpretacija; Rimbaud – simbolizam, *Samoglasnici* interpretacija; Verlaine – impresionizam, *prokleti pjesnici*; *Jesenja pjesma* – interpretacija)

55. Marcel Proust, *U traganju za izgubljenim vremenom*

(književna epoha, dijelovi ciklusa, *Combray*, autobiografski elementi, likovi, psihološka karakterizacija, impresionistički opisi, moderni roman, lirski elementi, boje, vrijeme, prostor, stil...)

56. Henrik Ibsen, *Nora*

(književna epoha, vrsta djela, obilježja Ibsenove drame, moderna drama, tema, likovi, položaj žene u tom vremenu, odstupanja od tradicionalne drame, jezik, stil)

57. Moderna u hrvatskoj književnosti

(trajanje, dvije faze, dodir s europskim modernizmom, sukob starih i mladih, obilježja, časopisi, prvo i drugo razdoblje, katolička struja, predstavnici, lirika, epika, drama, značenje)

58. Antun Gustav Matoš

(biografski podatci, djela, Matoš kao pripovjedač, pjesnik, kritičar; impresionizam i simbolizam u Matoševim djelima; novela *Camao*, pjesma *Srodnost*, putopis *Oko Lobora* – odabir za interpretaciju)

59. Pripovijetke Dinka Šimunovića  
(interpretacija *Duge*, *Muljike* i *Alkara*: stilsko razdoblje, tema, dominantni književni postupci, uloga pejzaža, likovi, jezik i stil)
60. Ivo Vojnović, *Dubrovačka trilogija*  
(književna epoha, struktura djela, tema, likovi, obilježja, simbolizam, uloga didaskalija, opisa interijera, eksterijera, rečenica, intonacija, odstupanja od tradicionalne drame, modernistička obilježja, jezik, stil)
61. Moderna u književnosti Bosne i Hercegovine  
(trajanje, obilježja, predstavnici; M. Ćazim Ćatić, A. Šantić, J. Dučić – odabrati autora i pjesmu za interpretaciju)
62. Franz Kafka, *Proces*; *Probrazba*  
(*Proces* – književna epoha, vrsta djela, tema, likovi, obilježja realizma, ekspresionizma, nadrealizma, kafkijanska atmosfera, parabola, dvostruko značenje..., stil, jezik...  
*Preobrazba* – književna epoha, vrsta djela, tema, likovi, obilježja, odnosi u obitelji, simbolika jabuke, glazbe, motiv preobraženja ili preobrazbe, jezik i stil)
63. Ernest Hemingway, *Kome zvono zvoni*  
(književno razdoblje, pisci *izgubljene generacije*, autobiografski trenutci u autorovoj prozi, vrsta djela, vrijeme i mjesto radnje, tema, ideja, likovi, jezik i stil)
64. Miroslav Krleža, *Gospoda Glembajevi*  
(književno razdoblje, ciklus o Glembajevima, mjesto i vrijeme dramske radnje, kompozicija, tema, likovi, jezik i stil)
65. Miroslav Krleža, *Hrvatski bog Mars*  
(književno razdoblje, vrijeme nastanka, tematika i simbolika naziva zbirke, Krležini antiratni stavovi, najpoznatije novele zbirke, tema i simbolika novele *Baraka 5B*, mjesto i vrijeme radnje, likovi, jezik i stil)
66. Miroslav Krleža, *Povratak Filipa Latinovicza*  
(književno razdoblje, prvi hrvatski moderni roman; potvrditi primjerima iz romana – Proustova asocijativnost, unutarnji monolog, struja svijesti, naglašen esejizam; mjesto i vrijeme radnje, kompozicija, tema, likovi, odnos prema ženskim likovima, Filip kao složena, introvertna i hipersenzibilna ličnost, jezik i stil)
67. Pjesme Antuna Branka Šimića  
(životopis pjesnika, Šimićeve pjesnički uzori i utjecaji, ekspresionizam u zbirci *Preobraženja*, tematski ciklusi i stih zbirke; značenje Šimićeve poezije za hrvasko pjesništvo; analiza jedne od Šimićevih pjesama)
68. Pjesme Dobriše Cesarića

(književno razdoblje, odlike Cesarićeve poezije, zabrinutost za čovjekovu sudbinu kao osnovni motiv njegove poezije, ostali česti motivi, antologijske odnosno poznate pjesme i interpretacija jedne od njih)

69. Pjesme Tina Ujevića

(društveno-povijesne okolnosti u kojima je pjesnik stvarao, Matoš kao uzor, ali i sukob i polemika s njim; četiri faze Ujevićeva stvaralaštva, zbirke pjesama; motiv osamljenosti, Pariz i Baudelaire; interpretirati jednu od pjesama: *Svakidašnja jadikovka*, *Visoki jablani*, *Pobratimstvo lica u svemiru...*)

70. Pjesme Nikole Šopa

(zbirke pjesama, tematika, stil, poznate pjesme, odabrati jednu pjesmu i interpretirati je)

71. Isak Samokovlija, *Od proljeća do proljeća*

(vremenski okvir djelovanja autora, povezanost autorova podrijetla, zanimanja i književnosti, časopis *Brazda*, prva pripovijetka; najpoznatija pripovijetka, osnovni motivi, jezik i stil zbirke *Od proljeća do proljeća*.)

72. Ivo Andrić, *Na Drini ćuprija*.

(književno razdoblje, životopis pisca, odlike Andrićeve proze, vrsta djela, kompozicija, vrijeme i mjesto radnje, tema, ideja, motiv mosta, ženski likovi u djelu, jezik i stil)

73. Ivo Andrić, *Prokleta avlija*.

(književno razdoblje, životopis pisca, odlike Andrićeve proze, vrsta djela, vrijeme i mjesto radnje, tema, ideja, likovi, jezik i stil)

74. Ivo Andrić, *Most na Žepi*

(vrijeme i mjesto radnje, kompozicija pripovijetke, tema, ideja, likovi; povezanost pripovijetke i romana *Na Drini ćuprija*, motiv mosta)

75. Albert Camus, *Stranac*

(pojam egzistencije i egzistencijalizma, filozofija apsurdna, odlike književnog razdoblja, povezanost Sizifa i Mersaulta, vrsta djela, mjesto i vrijeme radnje, tema, ideja, likovi, Stranac kao moralistička osuda pravosuđa)

76. Herman Hesse, *Stepski vuk*

(književno razdoblje, vrsta djela, zabrana i popularnost djela, autobiografski elementi, vrijeme i mjesto radnje, tema, ideja, likovi, povezanost književnosti, glazbe, filozofije, politike i psihoanalize)

77. Jorge Luis Borges, *Izmišljaji*

(odlike postmodernizma, odlike Borgesove pripovjedne proze, tema zbirke, utjecaj filozofije, hrvatski borgesovci)

78. Gabriel Garcia Marquez, *Sto godina samoće*

(odlike postmodernizma, odlike magijskoga realizma, vrsta djela, vremenski i prostorni okvir, tema, ideja, likovi, stil, simbolika izmišljenoga mjesta Maconda, obitelji Buendia, miješanje stvarnoga i nestvarnoga, povijest i mitologija, prisutnost nadnaravnoga, odnos obitelji i čovječanstva)

79. Ranko Marinković, *Ruke*

(odlike hrvatske književnosti druge polovice 20. st., naslovi novelâ u zbirci *Ruke*, kompozicija, elementi dramske structure, tema, ideja, likovi, jezik i stil novele *Ruke*)

80. Vladan Desnica, *Proljeća Ivana Galeba*

(odlike hrvatske književnosti druge polovice 20. st., vrsta djela, utjecaj modernoga romana i tehnike toka svijesti, utjecaj Prousta, lik intelektualca, umjetnika, motiv smrti, utjecaj eseja, psihološke analize, meditacije, problem čovjekove egzistencije u modernom svijetu i čovjekova hipersenzibilna reakcija na pojave oko njega, tema, ideja, mjesto i vrijeme radnje, likovi, jezik i stil)

81. Meša Selimović, *Derviš i smrt*

(književno razdoblje, vrsta djela, vanjska kompozicija, vrijeme i mjesto radnje, tema, ideja, likovi, glavni lik)

82. M. Dizdar, *Kameni spavač*

(književno razdoblje, vrsta djela, motiv stećka, četiri *zapisa* u zbirci – naslovi; duhovno-religiozni motivi; analizirati pjesmu *Modra rijeka*)

83. Danilo Kiš, *Grobnica za Borisa Davidoviča*

(književno razdoblje, kompozicija zbirke, autorova motiviranost za pisanje zbirke, izdvojiti jednu novelu i odrediti njezinu temu, ideju, likove, jezik i stil)

### **7.3. Jezik**

84. Razine jezične strukture i jezične jedinice

(nabrojati jezične razine i jezične jedinice, znati ih definirati i odrediti odnose među njima)

85. Znanstvene discipline koje proučavaju jezik odnosno jezične razine

(naziv jezične znanosti; nazivi jezičnih disciplina i predmet njihova proučavanja)

86. Podjela glasova

(podjela glasova prema trima kriterijima: prema otvoru, prema mjestu i načinu tvorbe)

87. Podjela suglasnika (zatvornika)

(podjela prema mjestu tvorbe, načinu tvorbe i prema zvučnosti)

88. Distribucija (raspodjela) fonema  
(položaj fonema: inicijalni, medijalni i finalni)
89. Pisanje dvoglasnika ie (zamjena *jata*)  
(alternacije ije/je/e/i; duljenje kratkog sloga je, kraćenje dvoglasnika ije/je)
90. Grafija (pisma)  
(grafemi, grafematika, pravopis, ortografija, grafostilistika, grafostilem, dvoslovi i troslovi)
91. Akcenatski (naglasni) sustav hrvatskoga jezika  
(naglasne jedinice; vrste naglasaka, pravila o raspodjeli naglasaka; zanaglasna dužina; naglašene i nenaglašene riječi)
92. Morfem (pojam i vrste prema položaju i funkciji, alomorfi)
93. Promjenljive vrste riječi (imenice, zamjenice, pridjevi, glagoli, brojevi, gramatičke kategorije imenskih i glagolskih vrsta riječi)
94. Imenice (značenje, oblik i služba)
95. Imenice (vrste imenica; gramatičke kategorije, deklinacija/ sklonidba)
96. Imeničke i pridjevske zamjenice (značenje, deklinacija/sklonidba)
97. Pridjevski vid, sklonidba/deklinacija pridjeva, komparacija pridjeva (određeni i neodređeni vid, osobitosti komparacije pridjeva)
98. Glagolski vid, sprezanje glagola  
(svršeni i nesvršeni glagoli, konjugacija, određivanje infinitivne i prezentske osnove)
99. Nepromjenljive vrste riječi (nabrijiti ih; značenje i funkcija svake od njih)
100. Rečenica (definicija; gramatički sastav, red riječi, intonacija)
101. Jednostavna rečenica (proširena i neproširena)
102. Predikat (predikatne kategorije, glagolski i imenski predikat)
103. Subjekt (gramatička svojstva subjekta, sročnost, vrste subjekta)
104. Objekt i priložne oznake (vrste objekta i priložnih oznaka; funkcija)
105. Atribut i apozicija (vrste atributa, razlike između atributa i apozicija, sročnost)

106. Sintagma (pojam i vrste sintagme)
107. Složena rečenica (pojam, jednostruko i višestruko složena rečenica, odnos i poredak surečenica u složenoj rečenici, vrste složenih rečenica)
108. Nezavisno složene rečenice (vrste i veznici nezavisno složenih rečenica)
109. Zavisno složene rečenice (vrste zavisnih rečenica, odnos zavisne preme glavnoj surečenici)
110. Značenje i služba padeža (zavisni i nezavisni padeži, funkcija padeža)
111. Značenje i služba glagola (sintaksa glagola, funkcija glagola)
112. Interpunkcijski znakovi u rečenici i tekstu (uloga interpunkcijskih znakova; modificiranje značenja interpunkcijskim znakovima)
113. Jezični sustav i jezični znak (Ferdinand de Saussure, strukturalizam, priroda jezičnoga znaka, jezik i izvanjezična stvarnost)
114. Jednoznačnost i višeznačnost leksema (riječi s jednim ili više značenja, razlika između vešeznačnosti i homonimije)
115. Sinonimija, antonimija, homonimija (sinonimi, antonimi, homonimi, podjele i vrste, bogaćenje jezičnog fonda)
116. Tvorba riječi (tvorbeni načini; vrste tvorenica i nastanak novih riječi)
117. Raslojenost leksika (vremenska raslojenost – arhaizmi, historizmi, riječi na prijelazu; područna raslojenost – dijalekti, regionalizmi, lokalizmi i funkcionalna – stilistika, stilovi )
118. Sintaktička analiza rečenice (prepoznavanje rečeničnih članova, vrste rečenice po sastavu te funkcije riječi u rečenici)

## PRIMJER RIJEŠENOGA TESTA ZNANJA

(Kod svakog je pitanja naveden, i označen podcrtavanjem, odgovor koji se očekuje.)

### MATURALNI TEST IZ HRVATSKOGA JEZIKA I KNJIŽEVNOSTI

*Pažljivo pročitajte svako pitanje, razmislite o traženom odgovoru i tek onda odgovorite.  
Želimo vam puno uspjeha u rješavanju ovog testa!*

1. Kojem razdoblju hrvatske književnosti pripada Ljetopis popa Dukljanina?  
Srednjovjekovnoj književnosti
2. Navedite autora ovih stihova i naslov pjesme kojoj ovi stihovi pripadaju.  
*Blaženi čas i hip, najprvo kad sam ja  
vidil tvoj obraz lip, od koga slava sja  
Blažena sva mista, kada te gdi vidih,  
dni, noći, godišta koja te ja slidih.*  
Šiško Menčetić, Blaženi čas i hip
3. Najpoznatiji je Marulićev ep na latinskom jeziku je:  
a) Judita   b) Davidijada   c) Molitva   d) Barbara
4. Što su budnice i tko ih je pisao?  
Budnice su domoljubne pjesme nastale u vrijeme ilirskoga pokreta, a temeljna im je zadaća bila buđenje nacionalnih osjećaja, odnosno nacionalne svijesti. Pisali su ih A. Mihanović, Lj. Gaj, D. Demeter, F. Livadić.
5. Navedi naslove pjevanja u spjevu *Smrt Smail-age Čengića* Ivana Mažuranića.  
Agovanje, Noćnik, Četa, Harač i Kob
6. Napišite naslove velikih srednjovjekovnih nacionalnih epova:  
a) engleske književnosti Beowulf  
b) španjolske književnosti Pjesan o Cidu  
c) francuske književnosti Pjesan o Rolandu
7. Navedite naslove Šenoinih povijesnih romana.  
Čuvaj se Senjske ruke, Zlatarovo zlato, Seljačka buna, Kletva, Diogenes
8. Predstava koju Hamlet organizira s putujućim glumcima zove se:  
a) Zavjera   b) Mišolovka   c) Otkrivanje   d) Igra

9. Navedite antologijske pjesme S. S. Kranjčevića.  
Mojsije, Iza spuštenijeh trepavica, Eli! Eli! Lama azavtani, Moj dom, Iseljenik, Misao svijeta, Ideali, Gospodskom Kastoru...
10. U kojoj se noveli Janka Leskovara pojavljuje lik Đure Martića?  
Misao na vječnost
11. Zaokruži pisce književnog razdoblja hrvatske moderne:  
a) A. G. Matoš    b) A. B. Šimić    c) A. Kovačić    d) V. Vidrić
12. *Jesenje večer* i *Utjeha kose* naslovi su pjesama:  
a) D. Domjanića    b) A. G. Matoša    c) S. Mihalića
13. Navedite naslove triju poznatih pripovijedaka Isaka Samokovlije.  
Nosač Samuel, Solomunovo slovo, Od proljeća do proljeća
14. Koje Krležine drame pripadaju ciklusu o obitelji Glembay?  
Gospoda Glembajevi, U agoniji, Leda
15. Zbirka *Preobraženja* označuje najjači ekspresionistički izraz u hrvatskoj književnosti  
Tko je njezin autor? Antun Branko Šimić
16. Iz koje je pjesme stih ... *gorko je čovjek biti, dok nož se s čovjekom brati*?  
Mati čovjekova (Vesna Parun)
17. Tko je autor ciklusa lirskih pjesama *Isus i moja sjena*? Nikola Šop
18. Tko je autor romana *Proljeća Ivana Galeba*? Vladan Desnica
19. Napišite naslov poznate zbirke novela Ranka Marinkovića? Ruke
20. Navedite naslove najpoznatijih pjesama Alekse Šantića.  
Emina, Moja otadžbina, O klasje moje, Veče na školju, Čežnja...
21. Ovim autorima pridružite njihova djela:
- |                    |   |
|--------------------|---|
| 1. Ivo Vojnović    | A. <i>Predstava Hamleta u selu Mrduša Donja</i> |
| 2. Ivo Brešan      | B. <i>Majka Courage i njezina djeca</i>         |
| 3. Bertolt Brecht  | C. <i>Stolice</i>                               |
| 4. Eugene Ionesco  | D. <i>Dubrovačka trilogija</i>                  |
| 5. Miroslav Krleža | E. <i>U agoniji</i>                             |
| 6. Samuel Beckett  | F. <i>U očekivanju Godota</i>                   |
- 1-d, 2-a, 3-b, 4-c, 5-e, 6-f
22. Navedite naslove dviju pripovijedaka Ive Andrića.  
Ćorkan i Švabica, Most na Žepi (Put Alije Đerzeleza...)

23. U kojem je romanu Meše Selimovića jedan od glavnih likova Hasan?  
U romanu Derviš i smrt
24. U kojim su samostanima nastali najpoznatiji franjevački ljetopisi u BiH?  
U Kreševu, Kraljevoj Sutjesci i Fojnici.
25. Kako glasi naslov najljepšeg djela ljubavne poezije starih istočnih naroda čije je autorstvo pripisano Salomonu? Pjesma nad pjesmama
26. Kako se zove najveća grčka pjesnikinja razdoblja prve polovice VI. st. pr. Kr.? Sapfa
27. Tko u grčkoj drami (tragediji) uvodi drugog, a tko trećeg glumca?  
Eshil uvodi drugog glumca, a Sofoklo trećeg.
28. *Antigona* i *Kralj Edip* djela su: a) Euripida b) Sofokla c) Eshila
29. Napišite ime najvećeg rimskog komediografa. Tit Makcije Plaut
30. Kako se naziva Petrarčino djelo posvećeno prelijepoj Lauri? Kanconijer
31. *San ljetne noći* Williama Shakespearea je: a) poema b) tragedija c) zbirka soneta  
d) komedija
32. Napišite ime engleski pjesnika, najistaknutijeg predstavnika romantičarskog individualizma. George Gordon Byron
33. Tko je autor pjesama *Gavran* i *Annabel Lee*? Edgar Allan Poe
34. Dramu *Nora* ili *Kuća lutaka* napisao je:  
a) August Strindberg b) Anton Pavlovič Čehov c) Henrik Ibsen
35. Ključni su pojmovi futurizma pobuna, drskost, veličanje strojeva i brzine, rat, dinamika, odvažnost.
36. Kako se zove Kafkin stil? Kafkin tip proze (kafkijanski stil)
37. Koji su zastupnici filozofije egzistencijalizma u europskoj književnosti?  
J. P. Sartre, A. Camus (E. Ionesco, S. Beckett)
38. *I čim sam prepoznao okus u lipov čaj namočenog komada madlene, koji mi je svake nedjelje davala tetka Leonie (tada još doduše nisam znao razlog zbog kojega me ta uspomena tako usrećivala, nego sam to otkriće morao odgoditi za mnogo kasnije), odmah se pojavi i stara, siva kuća na ulicu, u kojoj je bila njezina soba, pa se kao kazališni dekor pridruži malom paviljonu koji je gledao na vrt... a s kućom se pojavio i grad od jutra do večeri i po svakom vremenu.*

Tko je autor ovog ulomka iz jednog od najpoznatijih ciklusa romana u europskoj književnosti? Marcel Proust

39. Koja od navedenih obilježja karakteriziraju liriku:

- a) pripovijedanje
- b) prikazivanje događaja
- c) portretiranje likova
- d) izražavanje osobnih misli i osjećaja

40. Što su inkunabule? Knjige tiskane u prvo vrijeme tiska, odnosno do 1500. godine (zovu se još prvotisci).

41. *Što se bijeli u gori zelenoj?*

*Al je snijeg, al su labudovi?*

*Da je snijeg već bi okopnio,*

*Labudovi već bi poletjeli.*

*Nit je snijeg, nit su labudovi,*

*Nego šator age Hasanage.*

Kako se zove stilsko sredstvo u poznatim stihovima Hasanaginice?

slavenska antiteza

42. a) Definirajte jezik. b) Kako se naziva znanost o jeziku?

a) Jezik je sustav znakova i pravila po kojima se ti znakovi kombiniraju (ili: jezik je komunikacijski sustav sastavljen od znakova i pravila koji se koristi za međusobnu komunikaciju i razmjenu značenja).

b) Znanost o jeziku naziva se lingvistika ili jezikoslovlje.

43. Koje su riječi nepravilno napisane?

- a) svjedodžba
- b) pretstava
- c) podčiniti
- d) potšišati
- e) potsvijest

44. Napišite deminutive ovih imenica:

- a) svijeća svječica
- b) vijenac vjenčić
- c) zvijezda zvjezdica
- d) pijetao pjetlić

45. Što su imenske riječi?

To su riječi koje se mijenjaju (dekliniraju) po padežima, poput imenica

46. Prema navedenim svršenim glagolima napišite nesvršene glagole:

- a) dodijeliti dodjeljivati
- b) pobijediti pobjeđivati
- c) izvijestiti izvještavati/izvješćivati

47. Koje sintaktičke kategorije čine osnovno gramatičko ustrojstvo rečenice?

Subjekt, predikat, objekt i priložne oznake/priložna oznaka

48. Koje su vrste leksičkih posuđenica prihvatljive u standardnom jeziku?  
Usvojenice i tuđice za koje nemamo odgovarajuću zamjenu u hrvatskome standardnom jeziku.
49. Kako se zove stilizirani oblik ćirilice koji je bio u uporabi u BiH i dijelovima Hrvatske?  
Bosančica
50. Napišite:
- dva oronima      Velebit, Dinara
  - dva hidronima    Sava, Neretva
  - dva egzonima     Beč, Rim
  - dva patronima    Anić, Jurić
  - dva etnonima     Hrvat, Slovenac
  - dva apelativa     stol, radost

## LITERATURA

- Eugenija Barić i drugi: Hrvatska gramatika, Školska knjiga, Zagreb, 2005.
- Josip Silić, Ivo Pranjković: Gramatika hrvatskoga jezika za gimnazije i visoka učilišta, Školska knjiga, Zagreb, 2007.
- Skupina autora: ČITANKA 1, udžbenik za 1. razred gimnazije, Školska naklada, Mostar, 2012.
- Skupina autora: ČITANKA 2, udžbenik za 2. razred gimnazije, Školska naklada, Mostar, 2012.
- Skupina autora: ČITANKA 3, udžbenik za 3. razred gimnazije, Školska naklada, Mostar, 2012.
- Skupina autora: ČITANKA 4, udžbenik za 4. razred gimnazije, Školska naklada, Mostar, 2012.
- Dragica Dujmović-Markusi: FON-FON 1 : udžbenik hrvatskoga jezika za 1. razred gimnazije, Profil, Zagreb, 2014.
- Dragica Dujmović-Markusi: FON-FON 2 : udžbenik hrvatskoga jezika za 2. razred gimnazije, Profil, Zagreb, 2014.
- Dragica Dujmović-Markusi: FON FON 3 : udžbenik hrvatskoga jezika za 3. razred gimnazije, Profil, Zagreb, 2014.
- Dragica Dujmović-Markusi: FON-FON 4 : udžbenik hrvatskoga jezika za četvrti razred gimnazije, Profil, Zagreb, 2014.
- Finka – Babić – Mogaš: Hrvatski pravopis, Školska knjiga, Zagreb, 2002.
- Nives Opačić: Reci mi kratko i jasno, Novi liber, Zagreb, 2015.
- Milivoj Solar: Teorija književnosti, Školska knjiga, Zagreb, 1994.

## **ENGLISKI JEZIK**

## UVOD

Na osnovi članka 79. Uredbe o odgoju i obrazovanju u Sustavu katoličkih škola za Europu, učenici nakon završene srednje škole, polažu eksternu maturu. Eksternom maturom se provjeravaju znanja, sposobnosti i vještine stečene tijekom devetogodišnjeg osnovnog odgoja i obrazovanja. U tom cilju napravljen je Katalog zadataka za polaganje ispita eksterne mature iz predmeta engleski jezik koji obuhvaća najvažnije programske sadržaje iz engleskog jezika, što će poslužiti učenicima kao kvalitetna osnovica za nastavak daljnjeg školovanja.

Katalog zadataka za polaganje eksterne mature temeljni je dokument ispita u kojem su navedeni opći ciljevi ispita, struktura testa zasnovana na programskim odrednicama Nastavnog plana i programa za osnovnu školu Sustava katoličkih škola za Europu, pravila izrade testa, literatura i zadatci.

## 1. ISPIT IZ ENGLESKOG JEZIKA

### 1.1. Opći ciljevi ispita

Znanje engleskog jezika danas je oblik osnovne pismenosti i nastava ima za cilj učenika osposobiti za međunarodne kontakte, znanstvena istraživanja, sakupljanja obavijesti i komuniciranje putem elektroničkih tehnologija i općenito služi kao instrument za stjecanje znanja.

**Cilj je učenja engleskog jezika** učenika osposobiti za aktivno i pozitivno življenje u suvremenom svijetu, uz zahtjeve i izazove koji se neprestano mijenjaju:

- njegovati razvoj pozitivnog stava prema učenju jezika,
- poticati motiviranje odgovornog i aktivnog stava,
- poticati radoznalost i kreativnost,
- njegovati razumijevanje i logičko pamćenje,
- poticati temeljitost, predanost i preciznost u učenju jezika,
- njegovati samostalnost u govoru i vlastitom reproduciranju naučenog primjereno dobi,
- njegovati samostalnost u pisanju i vlastitom reproduciranju naučenog primjereno dobi,
- postupno i odmjereno prelaziti k čitanju i pisanju od najjednostavnijih riječi i rečenica k složenijim i najsloženijim.

## 1.2. Obrazovni ishodi

Prema nastavnom planu i programu za gimnazije i prema B2 nivou ZEROJ-a (CEFR) od učenika se očekuje da može:

- prilično samostalno čitati razne tekstne vrste prilagođavajući način i brzinu čitanja tekstu i svrsi čitanja
- izvući informacije, ideje i mišljenja iz stručnih izvora unutar vlastitoga područja interesa
- razumjeti članke i izvještaje koji se bave aktualnim problemima i u kojima autor teksta izražava određena shvaćanja i gledišta
- razumjeti stručne članke i izvan područja vlastitoga interesa, a uz poteškoće samo one u kojima se pojavljuju rjeđe korišteni izrazi i pojmovi.
- Izražavanje slobode i samostalnosti u govoru i izravnom reagiranju
- popuna riječi uz uporabu gramatičkih područja za danu razinu i predloženog vokabulara u sklopu danih tema kao zacrtani cilj na određenoj razini

## 1.3. Područja ispitivnja i tipovi zadataka

Pismeni dio ispita sastoji se od dviju cjelina: Reading (čitanje) i English in Use (upotreba jezika).

Speaking (vještina govorenja) provjerava se na usmenom dijelu ispita, i to na teme koje se nalaze u ovom katalogu.

Listening (vještina slušanja) ne provjerava se na ispitu zbog tehničkih poteškoća u organizaciji.

Na pismenom su ispitu zastupljen tri tipa zadataka: zadatci povezivanja, zadatci višestrukog izbora i zadatci dopunjavanja.

## 1.4. Bodovanje i ocjenjivanje

Test sadrži ukupno 50 bodova: 25 bodova za cjelinu Reading i 25 bodova za cjelinu English in Use.

Skala ocjenjivanja:

0 - 54% od ukupnog broja bodova je za ocjenu nedovoljan (1), odnosno učenik koji nije postigao nije najmanje 55 % od ukupnog broja bodova, mora test ponovo polagati;

55 - 69% od ukupnog broja bodova je za ocjenu dovoljan (2);

70 - 79% od ukupnog broja bodova je za ocjenu dobar (3);

80 - 89% od ukupnog broja bodova je za ocjenu vrlo dobar (4);

90 - 100% od ukupnog broja bodova je za ocjenu odličan (5).

Vještina govorenja (Speaking) ocjenjuje se na usmenom dijelu ispita, i to po sljedećem sustavu (Rubric):

Speaking Rubric

<b>Grade</b> (ocjena)	<b>Response description</b> (opis odgovora)
<b>5</b>	<ul style="list-style-type: none"> <li>• Response is highly intelligible</li> <li>• Speech is clear, with minor difficulties in pronunciation and intonation that do not influence the intelligibility</li> <li>• Effective use of grammar and vocabulary, good control of basic and complex sentence structure; minor errors are noticeable but do not affect the meaning</li> <li>• Generally well developed with clear relationships between ideas</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Response is generally intelligible, though it shows noticeable lapses in expression of ideas</li> <li>• Speech is generally clear, with minor difficulties in pronunciation and intonation that may ask for listener effort at times</li> <li>• Fair use of grammar and vocabulary , but sometimes imprecise and inaccurate, with limited use of different sentence structures which overall do not interfere with the communication of the message</li> <li>• Overall development is limited; relationships between ideas may at times be not immediately clear</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Development of the topic is limited</li> <li>• Contains intelligible speech; problems with delivery may occur; meaning may be obscured in places</li> <li>• Listener effort is needed because of unclear articulation, and awkward intonation</li> <li>• Limited range and control of grammar and vocabulary, only basic sentence structures are used successfully</li> <li>• Mostly basic ideas are expressed with limited details and support, connection of ideas may be unclear</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Response is minimally connected to the task</li> <li>• Speech is highly unintelligible; consistent pronunciation, stress and intonation difficulties cause significant listener effort; frequent pauses and hesitation</li> <li>• Range and control of grammar and vocabulary severely limit or prevent expression of ideas</li> <li>• Practiced or formulaic expressions heavily used</li> </ul>

	<ul style="list-style-type: none"> <li>• Very basic ideas that lack support</li> <li>• Speaker may be unable to sustain speech to complete the task</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Speaker makes no attempt to respond or the response is not related to the topic</li> </ul>

## 2. UPUTA ZA TESTIRANJE

Ispit će se održati u isto vrijeme, pod jednakim uvjetima i na isti način za sve učenike koji pristupe eksternoj maturi.

Na pismenom dijelu ispita, koji traje 135 minuta, dopuštena je uporaba grafitnih olovaka i gumica tijekom rješavanja testa.

Konačna verzija riješenoga testa koji se predaje mora biti napisana neizbrisivom kemijskom olovkom, crne ili plave boje. Crvena nije dopuštena.

Tijekom ispita nije dopušteno:

- lažno predstavljanje
- ometanje drugih učenika
- prepisivanje
- uporaba mobilnih telefona i drugih elektronskih uređaja
- uporaba rječnika

Zadatak će se vrjednovati s 0 bodova ako je:

- netočan
- zaokruženo više ponuđenih odgovora, a traži se jedan
- nečitko i nejasno napisan

## Part 1: Reading

I Read the article about giving to charity. Choose the correct answer

(A, B, C or D).

### Giving to Charity

My first encounter with giving to those in need occurred at secondary school. Once a week, our form teachers would hold a collection for a particular charity as part of our civic duty. None of the kids in my class were opposed to this and we contributed willingly enough, unlike certain older kids in the school who rebelled against it. Each week, the head teacher would even announce which class had raised the most. This led to a certain competitiveness among the younger forms. Combined with the fact that nobody ever knew who or what they were donating to, this made the whole exercise rather questionable, in my view. I understand that even now, twenty years later, the practice continues at the school.

At university, I became more politically and socially aware. In particular, I was struck by the numbers of homeless people on the capital's streets and readily responded to requests from outstretched hands, regardless of the fact that there was a good chance that the money would go on alcohol or worse. I found it distressing that such poverty and hopelessness existed side by side with tremendous wealth. I realised my actions had little influence on the overall picture, but I didn't want to turn my back on what I saw, which is precisely what so many of my fellow citizens were prepared to do.

Of course, other, more formal, ways of being charitable exist, such as paying a monthly sum from your bank account to a nominated cause. Charities normally ask for small sums like five euros a month. This shouldn't be a problem, although one of my friends couldn't say no and discovered that she was making ten such monthly payments! Unbelievably, she hadn't noticed

there were so many until her financial advisor pointed it out. Though the individual amounts concerned were hardly large ones, they soon built up. Initially, she wanted to maintain the payments, though she was eventually persuaded to cease half of them.

Another popular means of giving to those in need is via charity shops. My particular favourite is a charity bookshop near where I live. The reason for this is that although most of the books are second-hand, some are unsold stock, which differentiates such stores from regular second-hand bookshops, especially since the prices are similar. There is a decent range too.

Naturally, the question arises of how effective giving to charity is. Cynics argue that no good ever comes of it, as the same problems reoccur. Others point out that funds often end up in the wrong hands, as witnessed in several cases involving aid to other countries. Such views are short-sighted. Firstly, cases of corruption are very much the exception rather than the rule. In addition, one only has to look at medical advances to see how donations can be put to good use.

So what does the future hold? Will economic progress reduce the demand for charities and their work? Unfortunately, the response is almost certainly a negative one. It is also hard to imagine there will be a significant rise in the sums donated. What will probably be seen, however, is charities being run along the lines of top companies in order to form successful partnerships with governments. The local volunteer-run charity shop is sure to become a thing of the past.

1 How did the author feel about the school charity collection?

A Sceptical.      B Annoyed.      C Enthusiastic.      D Obligated.

2 What upset the author most about beggars asking for money?

A The indifference of the public.      B The fact they would misuse it.

C The injustice of the situation.                      D The feeling it made no difference.

3 The unusual thing about the donations of the author's friend is that

A she didn't know she was donating to so many charities.

B some of the monthly payments were big ones.

C she is still donating to all the charities concerned.

D the number of charities involved was very large.

4 For the author, the advantage of charity shops over second-hand shops when buying books is that

A they are cheaper.

B they provide a wider selection.

C the money is going to a better cause.

D they have new books.

5 What is the author's main point in paragraph five?

A Funds given to charity can be misused.

B On the whole, giving to charity is a good thing.

C Giving to charity does not really change anything.

D We should concentrate on charities in our own country.

6 What prediction does the author make about charities?

A There will be less need for them.

B Public donations to them will increase.

C Governments will do more of their work.

D They will become more professional.

II You are going to read an article in which people talk about sports instructors they knew.

Choose from the people A-F.

### Sports Instructors

Most of us had sports instructors at school. Can you remember them? We asked some people to tell us their memories of their sports instructors.

A Alan

Mr Evans, the rugby teacher, was a former member of the military. He was an extremely fit person and demanded exactly the same of everyone who was in the team. Our training sessions were a total nightmare, as he would push us to the limit. It was a really punishing schedule. Nevertheless, all the effort eventually paid off. We went from being completely rubbish to being one of the top teams in the area, which demonstrates what an effective coach he was.

B Bella

Mrs Campbell was near retirement age. Not only that, but she also had a bad leg which made her walk rather awkwardly. We thought it was hilarious when we found out that she was going to be our squash teacher. However, she was a truly amazing person. Her example inspired me to study to become a physical education teacher. I remember that she always used to bring fruit for us to eat after matches, which was a nice touch.

C Chris

I will always remember my old handball coach at primary school. He had us playing systems that nobody else had used for decades and our physical workouts always left us short on stamina. It was no wonder that we got thrashed every week. Some of the kids' parents used to get really angry with him. Sometimes he would make small alterations in response to their criticisms, but it would never last for long.

Amazingly, he even had a coaching certificate.

D Dora

I played quite a bit of sport when I was a kid. One of the things that I used to do was table tennis training. My trainer was absolutely brilliant at showing us how to play all the various shots. It was from her that I learnt all about the vital role played by nutrition in sport. She wanted me to turn professional. She said that she thought I could go far in the sport. However,

Mum, who had the final say, insisted I went to university to study medicine.

E Ed

Our basketball coach had a really big job on his hands, because at our school basketball was definitely a minority sport. He was influenced by

foreign trainers in his thinking and liked to try out the latest strategies. One of the most interesting things about him was that he expected us to get good marks in our school studies too. If we didn't, we would be off the team. This is because he wanted us to make the greatest possible progress not only as players but also as individuals.

F Florence

The hockey trainer was desperate to win at all costs. She would get mad and yell at us if we didn't, which admittedly wasn't that often. She treated us as if we were soldiers and she was the commanding officer. It wasn't what we had expected. Sometimes, we even had to stay behind and pick up litter if we had lost a match.

At one point, her unpopularity was so great that some of the players threatened to report her to the principal. She calmed down a bit after that.

Which person talks about a sports instructor who...

- 1 taught them about eating healthily? \_\_\_\_\_
- 2 had poor results? \_\_\_\_\_
- 3 would punish players for defeats? \_\_\_\_\_
- 4 was better than expected? \_\_\_\_\_
- 5 thought subject grades were equally important? \_\_\_\_\_
- 6 emphasised physical condition? \_\_\_\_\_
- 7 taught a sport where it wasn't popular? \_\_\_\_\_
- 8 used out-of-date tactics? \_\_\_\_\_
- 9 had an influence on their career? \_\_\_\_\_
- 10 was good at demonstrating what to do? \_\_\_\_\_
- 11 was forced to change their approach by the players? \_\_\_\_\_
- 12 brought about a dramatic improvement in results? \_\_\_\_\_

III Read the information about taxis in China.

Choose from A-F to complete the sentences.

There is one letter you do not need.

#### Taxis in China

The best way to get about in cities that don't have a subway system is by taxi. Taxis are found in large numbers (0) \_\_G\_\_.

When arriving at airports, avoid the drivers who immediately surround you and instead head for the taxi rank outside, where you are less likely to be overcharged. Also, (1) \_\_\_\_, ask the reception desk to order a taxi for you. And always make sure the driver uses the metre. Not many taxi drivers speak English, so it is wise (2) \_\_\_\_, which the staff at your hotel will gladly do.

Taxi fares vary slightly from city to city. In many cities, various models are available but (3) \_\_\_\_. Tipping the driver is not necessary.

Motorcycle taxis are a quick way to cover shorter distances, although they are really practical only (4) \_\_\_\_.

In smaller towns, bicycle rickshaws are a convenient way to get around town. In major cities, however, (5) \_\_\_\_. Don't forget to agree on the fare before climbing aboard.

A if you are staying at a hotel

B they cost about the same as a taxi

C to bring along a Chinese dictionary

D if you are travelling alone

E they usually have different rates

F to have your destination written down in Chinese

G in all Chinese cities

IV You are going to read an article in which people talk about their trips to London.

Choose from the people A-F.

### Trips to London

A Alisha

I flew to London to interview for a place at the university. I was so nervous. I spent the flight worrying about what I was going to say. My hotel was okay, but I kept waking up during the night. The interview went horribly, I thought.

I left the interview feeling good for nothing, sure that I hadn't been good enough. I thought it would have been better if I had stayed at home. But the following week, I heard that I had

been accepted, and suddenly the world was a beautiful place.

B Bailey

I just needed time for myself, so I went to London, where nobody knew me, or would even notice me. I needed to get a sense of direction again in my life. I wandered

round the streets, aimlessly, until I found myself in Green Park. I sat on a bench next to an old woman, and we started to talk. We talked and talked, and I told her everything. It was like we were friends, despite the age difference. When I left, I felt better about myself and ready to resume my life.

C Chris

I had an awful weekend. On the way from the station to the hotel, someone knocked into my taxi and I ended up wheeling my suitcase through the crowded streets. At the hotel, the traffic noise was far too loud, so I had to find a different one. Then I spent the day walking round shops, but didn't find anything I wanted and could afford. The bed in the new hotel was

so uncomfortable I thought I'd never sleep.

Fortunately, I was too exhausted to care.  
And the next day it poured with rain. So it  
was not a successful visit.

#### D Daniela

I was in an area where I hadn't been for years, but I was confident I would find my way around. Things had changed, though, and soon I had no idea where I was. Then a passer-by seemed to recognise me. It was someone I hadn't seen since secondary school. We'd been mates back then but had lost contact over the years.

I could hardly recognise her, she had changed so much. If I hadn't, quite by accident, gone down that street at that time, we would probably never have got into contact again.

#### E Evelyn

I wasn't looking forward to it at all. First, I had to fly there, which is quite a challenge for someone who's dead scared of flying, like me, and the turbulence on the way there didn't help. And I didn't know the people I'd be staying with.

In fact, I didn't really want to go there, but my parents insisted, these people were old friends of theirs. But they turned out to be really nice, not what I had expected. They were all I could have wished for, and I ended up having a fantastic time.

#### F Frederick

It had always been my dream to watch a match

at Wembley, and now I had a ticket. I booked a room not too far from the stadium, and I found myself surrounded by fans staying in the same hotel. They stayed up drinking and singing until well into the night. I kept in my room, feeling sad I had no one to share this experience with. Next morning, refreshed, I had a big breakfast and made my way to the stadium. The rest of the day gave me the happiest of memories.

During their trip to London, which person...

- 1 was happily surprised? \_\_\_\_\_
- 2 experienced flight anxiety? \_\_\_\_\_
- 3 realised a wish? \_\_\_\_\_
- 4 was involved in an accident? \_\_\_\_\_
- 5 met an old friend? \_\_\_\_\_
- 6 felt they had failed? \_\_\_\_\_
- 7 stayed in a noisy hotel? \_\_\_\_\_
- 8 got lost? \_\_\_\_\_
- 9 slept badly? \_\_\_\_\_
- 10 felt lonely? \_\_\_\_\_
- 11 wished they had not gone? \_\_\_\_\_
- 12 gained in confidence? \_\_\_\_\_

V Read the article *The Face of the Games*. Choose the correct answer

(A, B, C or D). Mark your answer on the answer sheet.

### The Face of the Games

At just 1.5m, Sandra Williams seemed too small to me to be an Olympic champion, but it was her single-minded pursuit of victory that brought her gold. Bullied at primary school for being 'such a scraggy little thing', she started training not to be pushed around. And in her teens,

when other kids were looking for part-time jobs to get much-needed pocket money, she was on the track, six days a week, her dad urging her on in the pursuit of excellence. But all the determination and hard work paid off at the Games.

Sandra wasn't just carrying her own hopes and dreams to the Games but ours, too, because the media decided that she was the face of the Games. A giant portrait of her greeted people arriving at Heathrow. She would pass massive posters of herself on her way to training. "I would look the other way, only to see myself on the other side of the road. You're obviously doing something right if you have got pressure on you, but it was hard." The amazing thing about Sandra is that it didn't appear to affect her. She was an inspiration to us all.

The highlight of the Games for most British people was when Sandra won gold. "It's an amazing feeling when you win, like a massive adrenalin rush beyond your imagination. And then I sank to the ground, my legs unable to support me. It still hasn't quite sunk in what I achieved.

Every time my dad comes around, he's, like: "You're an Olympic champion!". I don't yet know what to make of it all. But I do know that it has justified the many years of hard training I'd put in for that moment.

"I was so proud to run round the track with the Union Jack around my shoulders. I had proved to myself that I was the best in the world. It made all the years of self-sacrifice worthwhile. It was fantastic to see my parents at the side of the track, so happy. It hadn't been easy for them either, and I should dedicate my success to them. And my trainer hugged me as if he had won gold himself. I couldn't have given him a better reward for his commitment to me."

But it has not been an easy road to victory. "It was hard for my parents to find the money for track suits and running shoes. I suppose I was very selfish, because my training took priority over everything. I was a real problem for them. And I had constant arguments with my trainer and we ended up having couples counselling – it was the closest I got to walking out on everything. But I've been seriously lucky. My greatest fear was always that of getting injured, but, thankfully, this hasn't happened.

Sandra had much to overcome. "You had to be tough to survive in the community I grew up in: high unemployment and kids basically living on the streets. And my father being Nigerian, I stood out a mile from the all-white kids around me. And my trainer always pushed me to my limits, so I'd crash through the pain barrier on almost a daily basis. Fortunately, I've a sort of grim determination that I've inherited from my father, a determination to be on top of that podium."

And on top of the podium she was, with a gold medal around her neck.

1 What motivated Sandra to take up sport?

- A Her size.                      B Her father's ambition.  
C Her will to win.              D Her financial situation.

2 How did she feel about being the face of the Games?

- A It inspired her.              B She felt it a strain.  
C She ignored it.              D It didn't bother her.

3 How does she feel about winning Olympic gold?

- A Elated.              B Exhausted.              C Confused.              D Justified.

4 She says she won gold for

- A her country.              B her parents.              C her trainer.              D herself.

5 Her main problem earlier in her career concerned

- A finances.              B her parents.              C injury.              D her trainer.

6 She attributes her mental strength to

- A her father.              B her trainer.              C her socio-economic background.              D her skin colour.

VI You are going to read a magazine article about crime prevention. choose the correct answer A, B, C or D.

A recent survey of crime statistics shows that we are all more likely to be burgled now than 20 years ago and the police advise everyone to take a few simple precautions to protect their homes.

The first fact is that burglars and other intruders prefer easy opportunities, like a house which is very obviously empty. This is much less of a challenge than an occupied house, and one which is well-protected. A burglar will wonder if it is worth the bother.

There are some general tips on how to avoid your home becoming another crime statistic. Avoid leaving signs that your house is empty. When you have to go out, leave at least one light on as well as a radio or television, and do not leave any curtains wide open. The sight of your latest music centre or computer is enough to tempt any burglar.

Never leave a spare key in a convenient hiding place. The first place a burglar will look is under the doormat or in a flower pot and even somewhere more 'imaginative' could soon be uncovered by the intruder. It is much safer to leave a key with a neighbour you can trust. But if your house is in a quiet, desolate area be aware that this will be a burglar's dream, so deter any potential criminal from approaching your house by fitting security lights to the outside of your house.

But what could happen if, in spite of the aforementioned precautions, a burglar or intruder has decided to target your home? Windows are usually the first point of entry for many intruders. Downstairs windows provide easy access while upstairs windows can be reached with a ladder or by climbing up the drainpipe. Before going to bed you should double-check that all windows and shutters are locked. No matter how small your windows may be, it is surprising what a narrow gap a determined burglar can manage to get through. For extra security, fit window locks to the inside of the window.

What about entry via doors? Your back door and patio doors, which are easily forced open, should have top quality security locks fitted. Even though this is expensive it will be money well spent. Install a burglar alarm if you can afford it as another line of defence against intruders.

A sobering fact is that not all intruders have to break and enter into a property. Why go to the trouble of breaking in if you can just knock and be invited in? Beware of bogus officials or workmen and, particularly if you are elderly, fit a chain and an eye hole so you can scrutinise callers at your leisure. When you do have callers never let anybody into your home unless you are absolutely sure they are genuine. Ask to see an identity card, for example.

If you are in the frightening position of waking in the middle of the night and think you can hear an intruder, then on no account should you approach the intruder. Far better to telephone the police and wait for help.

1 A well-protected house:

A is less likely to be burgled.

B is regarded as a challenge by most criminals.

C is a lot of bother to maintain.

D is very unlikely to be burgled.

2 According to the writer, we should:

A avoid leaving our house empty.

B only go out when we have to.

C always keep the curtains closed.

D give the impression that our house is occupied when we go out.

3 The writer thinks that hiding a key under a doormat or flower pot:

A is a predictable place to hide it.

B is a useful place to hide it.

C is imaginative.

D is where you always find a spare key.

4 Gaining entry to a house through a small window:

A is surprisingly difficult.

B is not as difficult as people think.

C is less likely to happen than gaining entry through a door.

D is tried only by very determined burglars.

5 According to the writer, window locks, security locks and burglar alarms:

A cost a lot of money but are worth it.

B are good value for money.

C are luxury items.

D are absolutely essential items.

6 The writer argues that fitting a chain and an eye hole:

A will prevent your home being burgled.

B avoids you having to invite people into your home.

C is only necessary for elderly people.

D gives you time to check if the visitor is genuine.

VII You are going to read a magazine article about Sarah Bryant, an acupuncturist. Six sentences have been removed from the article on the left. Choose the most suitable sentence from the list A-G on the right for each part (1-6) of the article. There is one extra sentence which you do not need to use.

This month in lifestyles we feature Sarah a practising acupuncturist. I've done a lot of travelling in Europe and Asia throughout my adult life and it was whilst I was teaching in China that I became interested in acupuncture. It is common for people there to have acupuncture treatment, not only if they're ill but also to prevent the onset of diseases. It was after returning from China and witnessing how successful it had been that I reached the decision to become an acupuncturist myself. I was lucky to discover that the town where I lived had a famous and well-reputed college of traditional acupuncture. Alternative medicine is particularly important for me because I firmly believe that it works on the level of body, mind and spirit.

1 \_\_\_\_\_

Of course this medicine is very powerful and can consequently have powerful side effects. Alternative medicine like acupuncture on the other hand is aimed at treating the person as a whole. When a person's ill, there's something in their life which is putting their energy levels out of balance. What alternative therapies try to do is help to gradually push that energy back into balance. The result is that any disease present might naturally disappear as it cannot survive when energies are balanced. The treatments consist largely of balancing the energy between the different meridians of a person's body.

2 \_\_\_\_\_

Treatment aims to free blocks of energy in these meridians which may be causing ill health and which may have been there for many years. It would be an odd state of affairs if a practising alternative therapist had not had treatment themselves and this is

A These are twelve acupuncture channels along which energy travels in the human body.

B Also on a physical level I've treated a woman for problems with eczema.

C I'd like to work with practitioners of homeopathy, reflexology, aromatherapy and perhaps counselling.

D There was a lot more to it than that though.

E Contrary to popular belief, having the needles placed in your body is quite painless.

F I've had a lot of acupuncture treatment and found it particularly useful.

G This is very different from Western medicine which is supposed to work solely on the body.

certainly not the case for myself.

3 \_\_\_\_\_

I've never suffered particularly from physical problems but treatment for my mental and spiritual wellbeing has been very successful. I've treated a wide range of people for various conditions, for example people suffering from stress and anxiety and helped them to cope with stressful situations in their lives.

4 \_\_\_\_\_

There's another woman who suffers from arthritis of the hip and at the moment I'm treating an old lady who has several health problems, one of them being Parkinson's Disease. All these people have found that acupuncture has made them feel more balanced in themselves and they have certainly benefited from the treatment. To date I currently own the Licentiate in Acupuncture. This course lasted three years and I had to go to the college about one weekend in three.

5 \_\_\_\_\_

I had a large amount of homework to do and practical work, which I did two or three evenings a week. This entailed locating points on different people. As you can imagine, this isn't straightforward as people are different sizes and have different shaped bodies. In the future I hope to set up an alternative health clinic which will involve myself as an acupuncturist but perhaps other people as well.

6 \_\_\_\_\_

I'd like to set this up somewhere in a rural setting, where people could enjoy coming not only for the treatment but where they would be able to sit and enjoy the scenery, go for walks and basically feel

free from the stresses of life.

VIII You are going to read a magazine article about various local campaigns. For Questions 1-10, choose from the people (A-D).

#### A Homes For All

Organisations that help the homeless are warning that people will face even greater hardship this winter unless urgent action is taken to offer shelter to those without a home. This warning follows publication of figures showing an increase in the number of homeless people. Susan Evans of the organisation 'Homes for All' said: "With a shortage of accommodation, more people than ever before - young and old - are having to sleep rough. A cold winter is predicted this year which means that these people will have to put up with sub-zero temperatures. Action must be taken urgently to offer these people shelter." A nationwide demonstration to raise awareness of the problem will take place this weekend. Supporters welcome.

#### B Village Protest

Residents of local village, Shilden, are preparing for a night of protest to save their village from Government planners. Proposals for a new motorway to be built that will run within 2 kilometres of Shilden have caused uproar amongst residents. They claim that they were given insufficient time to respond to the proposal. Tony Fellows, spokesperson for the 'Village Protest' campaign explains: "The planned route cuts across some of the most picturesque countryside in the region. Shilden welcomes thousands of tourists each year. Many of the shopkeepers depend on this trade and would almost certainly face ruin if tourists were put off coming by the damage this road is likely to cause". The all-night protest will take place in the fields where the building work is likely to begin.

#### C New Youth Club

Youngsters in the city-centre will lose out on a much-loved project if substantial funds are not found this year. The 'New Youth Club', which is open to young people from the ages of 10 to 17, is being threatened with closure by Health and Safety officials who claim the building is unsafe. The club, built 30 years ago, was badly damaged by heavy storms last year and city engineers estimate that one hundred thousand pounds is needed to repair structural damage. With only limited funds at their disposal, managers fear the club will have to close. Youngsters from the club have organised an Open Day on Tuesday in an effort to raise some of the money needed to enable the repairs to be undertaken. "This alone won't be enough, however" warned Adam Ross, Youth Leader.

#### D Save Lea Valley

A rare species of butterfly and many native plants face extinction if the 'Lea Valley office complex' project goes ahead. This is the claim made by local environmentalists involved in the 'Save Lea Valley' campaign. They argue that the proposed development, to be built on the site of woodland dating back hundreds of years, will rob the country of several rare

species of wildlife. 'Local people would be horrified if they knew of the consequences of this project,' claimed environmentalist Ian Wilson yesterday. "We need to instigate a local campaign to alert everyone to the dangers. We are starting by writing letters to everyone in the area asking for their support. The office complex developers must not be allowed to do this."

1 Local businesses could be badly affected.

- A Homes For All
- B Village Protest
- C New Youth Club
- D Save Lea Valley

2 People in the area are not aware of the problem.

- A Homes For All
- B Village Protest
- C New Youth Club
- D Save Lea Valley

3 There are plans to build a brand new building.

- A Homes For All
- B Village Protest
- C New Youth Club
- D Save Lea Valley

4 The campaign do not have to meet together.

- A Homes For All

- B Village Protest
- C New Youth Club
- D Save Lea Valley

5 The problem affects all age groups.

- A Homes For All
- B Village Protest
- C New Youth Club
- D Save Lea Valley

6 The problem was caused by bad weather.

- A Homes For All
- B Village Protest
- C New Youth Club
- D Save Lea Valley

7 If the plan goes ahead it will spoil the look of the area.

- A Homes For All
- B Village Protest
- C New Youth Club
- D Save Lea Valley

8 The campaign cannot raise enough money on its own.

- A Homes For All
- B Village Protest
- C New Youth Club
- D Save Lea Valley

9 The problem was announced shortly after a report was published.

- A Homes For All
- B Village Protest
- C New Youth Club
- D Save Lea Valley

10 Young people are in danger.

- A Homes For All
- B Village Protest
- C New Youth Club
- D Save Lea Valley

IX Read the article about Jimmy Stuart, a former prisoner.

Choose the correct answer (A, B, C or D).

### Jimmy Stuart – Former Prisoner

I often wonder why it was that I ended up in prison. It took me a considerable amount of time to face up to what I had done. Was everything predetermined?

I never knew my Dad, but my Mum did her best. There was always food on the table and she impressed upon me the difference between right and wrong from an early age. The

neighbourhood where I grew up is one of the most deprived in Western Europe; when I was a teenager, we had the highest unemployment rate in the UK. Mum still blames this for everything that happened to her only child. Still, I managed to get a job in a factory even though I did poorly at school. However, I wanted more. The problem was that I didn't want to work for it and there was nothing Mum could do about it.

I quickly fell in with a bad crowd. From small misdemeanours, I graduated to more serious offences. When I look back, sometimes I just break down and weep. The shame is almost too much to bear. Back then I was just a petrified kid totally out of his depth. It seemed like I was this cool young man full of rage against those who had more. Never could appearances have been more deceiving. We thought we were so clever, but we were dumb. I got caught and received ten years in prison.

Prison is simultaneously frightening and boring. I was locked up twenty-three hours a day.

On my first day, one of my cellmates tried to convert me to Islam. In fact, many prisoners turn to religion, while others do stuff like painting. I eventually found my salvation in studying, but it took me ages before I was prepared to pick up a book. Initially, I obsessively worked out. I was able to do hundreds of sit-ups.

Critics say that prison doesn't work and that it is a school for crime. To a certain extent, that's true. Nevertheless, it gave me a second chance. Seven years in prison allowed me to get the schooling I'd never had as a kid. When I came out, I was able to pursue a successful academic career in psychology. I even got offered a position at a university in the States. I couldn't take it up because my record prevented me from obtaining a visa, which was a bitter disappointment, even more so than remaining single and having no kids.

I work a lot with young offenders these days. It provides me with the opportunity to pay my debt to the society that I wronged. It's interesting that a lot of the kids I work with remind me of myself at their age: arrogant and ignorant, but beneath everything, vulnerable.

I don't deceive myself that I can help everyone. The sad truth is that not everyone can be

saved or even wants to be. It can sometimes get you down seeing young lives go to ruin, but if I've learnt anything in life, it's that you should never give up on anyone.

1 Jimmy's mother believes he became a criminal because he

A lived in an extremely poor area.

B was raised in a single-parent family.

C made the decision to live such a life.

D was unsuccessful at school.

2 Which word best describes Jimmy's emotional state when he was a criminal?

A Afraid.

B Angry.

C Calm.

D Ashamed.

3 When Jimmy first went to prison he

A became religious.

B took up art.

C read a lot of novels.

D did a lot of exercise.

4 What does Jimmy regret most about his criminal past?

A Wasting seven years of his life.

B The limitations on his professional development.

C Being unable to travel abroad freely.

D Not having a successful relationship.

5 Jimmy feels his work

A is depressing.

B can be fascinating.

C lets him give something back.

D teaches him a lot.

6 What would Jimmy say about the prison system?

A "It's an education."

B "It doesn't work."

C "It's what you make of it."

D "It damages you psychologically."

X You are going to read an article about overcoming a fear of alligators.

Seven sentences have been removed from the article. Choose from the sentences A-H the one which best fits each gap (1-6). Mark your answer on the answer sheet.

There are two letters which you do not need.

There is an example at the beginning (0).

### Overcoming my fear of alligators

During our exploration of the rainforests, we had to camp in places inhabited by alligators. I knew I had to overcome my fear of them, so I flew to the Brazilian Pantanal in order to learn how the local people live with these creatures. (0) \_\_\_\_\_. With my guide Paulo, I learned how to catch them, an experience that deepened my understanding and, perhaps most importantly, boosted my confidence.

My guide explained that although the Pantanal is a nature reserve, it is cattle farming land.

The elders come from a generation that hunted alligators, armadillos, deer and wild pigs for their meat. Sons of hunters have become the eco-tour guides of the reserve. (1) I. He explained that in the Pantanal people know nature well and can catch most animals by hand.

Paulo took me for walks to observe the alligators, but I was never able to come close enough

for the photos I wanted to take. Paulo informed me that they have only one highly developed sense on land, amazing vision. (2) \_\_\_\_\_. I wondered how we could come close enough to ever catch any. Paulo looked at me and said with great confidence, “Don’t worry, we are going to

catch alligators.”

One morning, we sighted a large alligator on a river bank. (3) \_\_\_\_\_. With a long stick, Paulo started to poke around in the water. Suddenly, a giant jaw broke the surface of the water. Paulo turned his lasso in the air and threw it around the alligator’s head and pulled it tight. “Take it, it’s yours!” he said. But I couldn’t bring myself to do that. I was impressed by Paulo, who walked barefoot through the floating vegetation in the murky water full of alligators and piranhas. For him it was natural, but I couldn’t forget all my preconceived ideas. (4) \_\_\_\_\_.

One day, we stopped our truck in front of a large pool of water where there were sure to be alligators. (5) \_\_\_\_\_. Barefoot, he stepped into the mixture of floating vegetation and murky water. Suddenly, he jumped forward, his hands plunging toward the floating vegetation, and lifted out a five-foot-long alligator. “Do you want to hold it?” “Yes,” I answered. I wrapped my hands around the neck of the alligator and held it up with anxiety. My purpose, however, was to fight my fear.

(6) \_\_\_\_\_. After a few seconds it looked so harmless I felt ashamed of my exaggerated fear.

My week in the Pantanal with Paulo was enlightening. I learned a lot about alligators. I realized that they fear people much more than we fear them. I was now ready to paddle the jungle rivers with confidence. The biggest danger isn’t alligators, but mosquitoes, humans and our own minds.

A But each time they saw me coming they were quickly in the water and out of sight.

B Before attempting to cross it, Paulo went to check its depth.

C As a result, they are extremely sensitive to movement.

D Today the only animals hunted are the wild boars, because they destroy all the agriculture.

E So I continued to hold it in my hands.

F It would take a few more encounters for me to lose my fear.

G They catch the most unique animals for the pleasure of tourists and, after a few photos,

release

them unharmed back into the wilderness.

It As usual, it dived instantly at our approach, and disappeared in the depths of the green muddy

pool.

In the Pantanal, there are so many alligators one can never swim without being in the same water with them.

XI Read the interview about Ted Finch. Choose the correct answer

(A, B, C or D).

#### Interview – Ted Finch

Ted Finch was a science fiction lover even before his teens. As a teen, he was writing science fiction stories for his family and friends and attending conventions. However, he had difficulties at school. “I was hyperactive,” he says, “and could hardly keep in my seat. I would have loved Science if it had been presented in a more interesting way. I was top of the class in English, and I was interested enough in Art to sit fairly still during the lesson; otherwise, I couldn’t wait for when we went to the gym and could run around.”

After secondary school, Finch went to the local university to study English. “My father had gone there,” says Finch, “and his father, too. It was like a family tradition. For my family, it was obvious that I should go there, too – no question. I could have walked away from it all, it’s true, but I had no sense of direction and couldn’t think of an alternative. So I enrolled to study English, because that was the subject I was best at.”

But Finch dropped out of university at the end of his second year. “It was a difficult time for me.

You see, I didn’t feel that I was going anywhere, or doing anything with my life. I needed a new direction in my life’s journey.” He was still writing short stories for his amusement, and he soon got a job as a journalist on the local newspaper.

“Local journalism is fascinating,” says Finch. “You meet so many different types of people and see into their lives, which gave me lots of material for my future books. You are in direct contact with all sorts of joys and tragedies every day, and you have to report it in a particular style that’s not too sensational and is factually correct. You can’t be too careful, because they know where you live. Soon pretty much everyone knows who you are.” Journalism gave Finch a feeling of accomplishment, and an income to go with it, but he did not see his future in it.

When he was going round town as a journalist, he imagined a fantasy world, which, like Jonathan Swift did with *Gulliver’s Travels*, he could use to satirise our world. This was the start of his *Whereworld* series of fantasy books. “Fantasy books usually carry us away from the day-to-day world we live in and take us into the world of the imagination,” he says. “I wanted to use fantasy so we see the realities of our society from a different perspective.” Although he is now one of Britain’s best-selling authors, he will never win an award because the critics don’t take fantasy literature seriously. “This doesn’t bother me,” says Finch. “All that matters is that people enjoy reading my books and think about the world around us. And, for me, writing the books is great fun.”

Finch has been writing one book a year for the last twenty years. “I needed the money to start with, of course. As I said, I’m hyperactive and so I easily get bored and have to find ways to occupy my mind, and writing is one way of doing this for me. But I also have a garden, and I could spend all my time looking after it if I wanted to. It’s just that I can’t imagine myself not writing my annual book. It’s something I just have to do. Don’t ask me why.”

1 Finch’s favourite subject at school was

A Physical Exercise.

B Science.

C English.

D Art.

2 Finch went to university because

A he wanted to study English.

B he wanted to be like his father.

C it was expected of him.

D he didn't know what else to do.

3 Finch dropped out of university because

A the course was hard for him.

B he thought he was wasting his time.

C he wanted to travel.

D he found himself a job.

4 Finch thinks his job as a journalist

A gave him useful experience.

B gave him a sense of direction.

C made him popular locally.

D improved his writing style.

5 Finch thinks that his fantasy books

A are an escape from the realities of life.

B are not real literature.

C reflect the world we live in.

D are just for entertainment.

6 Finch writes one book a year

A for financial reasons.

B so as not to get bored.

C because it gives him something to do.

D because he can't help himself.

XII Read the article about energy efficiency.

Choose from the sentences A-H the one which best fits the gap.

There are two letters which you do not need.

There is an example at the beginning (0).

### Energy Efficiency

Energy efficiency means using less energy to provide the same service. For example, a fluorescent bulb is more efficient than a traditional bulb as it uses much less electrical energy to produce the same amount of light. (0) I

The phrase 'energy efficiency' is often used to describe any kind of energy-saving measure.

However, it should be distinguished from energy conservation. (1) \_\_\_ Examples include turning down a thermostat in the winter or walking to the shops rather than driving there.

Increasing energy efficiency often means spending money up-front. (2) \_\_\_

This makes efficiency improvements an attractive starting point for reducing carbon emissions.

The extent of the savings and the techniques that are required depend on the situation and location. For homes in cool countries, the most effective measures include increasing insulation and switching to more efficient appliances and light bulbs. (3) \_\_\_ Many of them have achieved savings of around 25% after undergoing a refit to increase efficiency.

Energy-intensive industries, such as iron, steel and cement manufacture need huge amounts of energy. But even they have become more efficient over time due to new equipment and better re-use of waste heat. (4) \_\_\_ Also, the installation of efficient, correctly sized motors can result in energy savings of 20-25%.

Vehicles have also become more energy efficient over the decades thanks to factors such as improved engines and lighter, more aerodynamic designs. Of course, much more can be done.

When comparing electric and non-electric appliances, it is also important to consider the efficiency of the power source. (5) \_\_\_ But only if the electricity comes from fossil fuel power plants, which are highly inefficient because they lose much of the energy as waste heat.

Improving energy efficiency does not necessarily mean reduced CO<sub>2</sub> emissions. If the

energy is supplied from fossil fuels, such as petrol in a car or electricity from a coal-fired plant, then improved efficiency will cut emissions. But if the energy is supplied by a low-carbon source, like nuclear, wind or solar power, then improving efficiency may have little impact on emissions of CO<sub>2</sub> because such energy sources produce power with considerably lower amounts of CO<sub>2</sub> emissions.

Energy efficiency is always a good idea. (6) \_\_\_ For example, by insulating your home either your present standard of comfort can become more economical because of lower energy bills or you can increase your standard of comfort (by enjoying a higher room temperature) at the same cost, but without saving energy.

Nonetheless, improving energy efficiency is a key tool for reducing CO<sub>2</sub> emissions, alongside energy conservation and low-carbon energy sources.

A Non-domestic buildings, on the other hand, need a focus on ventilation and air-conditioning, in addition to lighting, heating and appliances.

B In many cases this initial investment will be paid back in the form of reduced energy costs within a short time period.

C The savings may vary considerably.

D Switching from a 90% efficient gas boiler to a 100% efficient electric heater may increase energy use and emissions.

E The potential exists for further improvements.

F Whether it results in energy savings depends on what you do with the money you saved.

G For instance, a hot pipe containing a chemical that needs to be cooled can be used to warm up other chemicals.

H That's a broader term which not only includes changing the efficiency to reduce the amount of energy you use, but also dropping a service in order not to use energy at all.

I Similarly, an efficient boiler takes less fuel to heat a home than a less efficient model.

## Part 2: English in Use

**I** Read the text. For each gap choose the correct answer, **A**, **B** or **C**.

Mark your answer on the answer sheet.

There is an example at the beginning **(0)**.

Hi Sienna

I was thinking about our friendship and **(0)** C made it really important for me.

It's a great help having a friend **(1)** \_\_\_ going through the same things as me. You know, like quarrels with parents or boys who **(2)** \_\_\_ fun of me. You want someone who likes the same kinds of music and clothes, but not too much the same or it's boring. Someone who'll help me with my homework if **(3)** \_\_\_ need it. Someone who I can talk to about the big decisions, like what to study or which party **(4)** \_\_\_ go to. You know the sort of stuff. What I can't stand, **(5)** \_\_\_, is someone who wants to live my life for me, like telling me what to do all the time.

I have enough of that from my grandma. No, a friend, a real friend is like me, I guess, but not too much like me!

Edie

- 0**    **A** that            **B** which            **C** what
- 1**    **A** whose          **B** who's            **C** who was
- 2**    **A** make            **B** have            **C** do
- 3**    **A** I'll              **B** I'd              **C** I
- 4**    **A** should I        **B** I should        **C** could I
- 5**    **A** even though    **B** although        **C** however

**II** You are going to read a text about lighthouses.

Choose the answer (**A**, **B**, **C** or **D**) that best fits each space.

There is an example at the beginning **(0)**.

### Lighthouses – from navigation aids to holiday homes

A lighthouse is a tower designed to **(0)** B light from a system of lights and lenses.

Lighthouses are mainly used to warn ships **(1)** \_\_\_ from treacherous shores and to mark safe

entries to harbours. The most famous lighthouse (2) \_\_\_ is the Lighthouse of Alexandria, which was built between 280 and 247 BC on the island of Pharos in Hellenistic Egypt. Today, lighthouses are not as essential to navigation (3) \_\_\_ they used to be due to the use of modern electronic navigational aids. In addition, their maintenance cost is high. As a result, the number of operational lighthouses has (4) \_\_\_ considerably. However, numerous non-governmental organisations have been established with a view to (5) \_\_\_ them from neglect. Many historic lighthouses are now used for commercial (6) \_\_\_ and are maintained as tourist attractions.

Today, lighthouses are often popular travel destinations. If you are ready to (7) \_\_\_ the challenge, you can holiday in a lighthouse in a remote location where you are entirely alone. However, some lighthouses are located (8) \_\_\_ popular tourist resorts where you can enjoy all the benefits of modern civilization. But wherever the lighthouse is, you can be sure of having a great view!

- |   |              |             |                |                |
|---|--------------|-------------|----------------|----------------|
| 0 | A provide    | B emit      | C cast         | D have         |
| 1 | A aside      | B straight  | C apart        | D away         |
| 2 | A still      | B yet       | C ever         | D once         |
| 3 | A how        | B as        | C when         | D where        |
| 4 | A declined   | B failed    | C deteriorated | D descended    |
| 5 | A save       | B be saving | C saving       | D having saved |
| 6 | A objectives | B goals     | C purposes     | D intention    |
| 7 | A encounter  | B face      | C front        | D defy         |
| 8 | A close      | B next      | C by           | D near         |

**III** Read the text *Slimmers need to eat less*.

Choose the answer (A, B, C or D) that best fits each space.

There is an example at the beginning (0).

### **Slimmers need to eat less**

As every slimmer knows, when the diet ends, the hard (0) A really begins. (1) \_\_\_ the best of intentions, only a few manage to avoid piling the pounds straight back on – and it has nothing to (2) \_\_\_ with a lack of willpower.

When a diet comes to (3) \_\_\_, a long-term cut in calories is needed to keep the weight off.

To stay at their new weight, slimmers need to eat less than someone of the same weight who has not dieted. (4) \_\_\_\_, they need to eat at least 300 fewer calories a day. And over the (5) \_\_\_\_ of a week, it amounts to 17 slices of buttered toast.

So why do slimmers need to eat less? In slimmers, a muscle uses fewer calories to do its work than in someone (6) \_\_\_\_ of a similar weight who has not dieted. Changes in hormones, metabolism and appetite also play (7) \_\_\_\_ role.

In addition, studies show that after dieting, the areas of the brain that perceive food as rewarding are more active, (8) \_\_\_\_ those that generate feelings of restraint are less so. As a result, former dieters have to eat more to feel satisfied, but think they have eaten less.

- |          |                            |                        |                     |                       |
|----------|----------------------------|------------------------|---------------------|-----------------------|
| <b>0</b> | <b>A work</b>              | <b>B job</b>           | <b>C occupation</b> | <b>D attempt</b>      |
| <b>1</b> | <b>A Although</b>          | <b>B Unlike</b>        | <b>C As much as</b> | <b>D Despite</b>      |
| <b>2</b> | <b>A have</b>              | <b>B do</b>            | <b>C be</b>         | <b>D make</b>         |
| <b>3</b> | <b>A a termination</b>     | <b>B an end</b>        | <b>C a stop</b>     | <b>D a conclusion</b> |
| <b>4</b> | <b>A On the other hand</b> | <b>B To be precise</b> | <b>C Similarly</b>  | <b>D Furthermore</b>  |
| <b>5</b> | <b>A length</b>            | <b>B term</b>          | <b>C time</b>       | <b>D course</b>       |
| <b>6</b> | <b>A else</b>              | <b>B opposite</b>      | <b>C another</b>    | <b>D different</b>    |
| <b>7</b> | <b>A a</b>                 | <b>B the</b>           | <b>C one</b>        | <b>D 0</b>            |
| <b>8</b> | <b>A when</b>              | <b>B like</b>          | <b>C while</b>      | <b>D as</b>           |

**IV** You are going to read a text about self-confidence.

Choose the answer (**A**, **B**, **C** or **D**) that best fits each space.

There is an example at the beginning (**0**).

### **How To Become Self-Confident**

According to Arthur Ashe, (**0**) **C** was the first African American winner of a Grand Slam men's singles championship and a social activist, "One important (**1**) \_\_\_\_ to success is self-confidence". Self-confidence means (**2**) \_\_\_\_ confident in oneself or one's own abilities; we usually define it in relation to what we want to do, but feel too anxious, nervous or worried about.

How can one become self-confident? Naturally, there are things (**3**) \_\_\_\_ your control, but, according to tips on websites about building self-confidence, you can do a lot on your own. For example, they suggest that you free yourself from dependence on (**4**) \_\_\_\_ people's opinions. And you shouldn't be afraid (**5**) \_\_\_\_ saying something stupid – everybody does this. Also, you

should make an effort to (6) \_\_\_ up when talking to people and to make eye contact. It's important to identify your successes; everyone is good at something, so discover the things at which *you* excel, then focus on your talents.

For most people, it is not easy to become self-confident and it may take some (7) \_\_\_.

However, according to the self-help websites, anyone can become self-confident, (8) \_\_\_ low their level of belief in themselves might be at the start.

- |   |            |             |           |             |
|---|------------|-------------|-----------|-------------|
| 0 | A that     | B 0         | C who     | D which     |
| 1 | A secret   | B key       | C idea    | D way       |
| 2 | A to be    | B be        | C being   | D been      |
| 3 | A out      | B above     | C beyond  | D over      |
| 4 | A other    | B another   | C others  | D the other |
| 5 | A about    | B of        | C to      | D for       |
| 6 | A talk     | B say       | C tell    | D speak     |
| 7 | A period   | B time      | C term    | D duration  |
| 8 | A whatever | B whichever | C however | D wherever  |

V Read the article about lying.

Choose the answer (A, B, C or D) that best fits each space.

There is an example at the beginning (0).

### Is lying bad for us?

It (0) \_\_C\_\_ estimated that the average American tells 11 lies per week. Is this bad for us?

Suppose we knew that a lie would never be detected, (1) \_\_\_ would we be punished. Suppose we had some means of ensuring that the lie would never cause us any physical or psychological harm through loss of sleep or the (2) \_\_\_\_. Suppose even that telling the lie would actually be to our benefit. Under these circumstances, would it (3) \_\_\_ sense to tell the truth? Or would lying become the prudent (4) \_\_\_ of action?

We live in a culture where it is increasingly common to encourage lying, and even to suppose that there is nothing problematic about doing so.

One recent study (5) \_\_\_ the groundwork of a case for honesty by suggesting that liars are less healthy. Researchers at the University of Notre Dame followed 110 people over a period of ten weeks. Half of the participants were asked to stop lying over this period of time, and (6)

\_\_\_ half were not. Both groups took (7) \_\_\_ polygraph tests to determine how many times they had lied in the previous week. Those who were able to reduce by three the number of lies they told had altogether seven (8) \_\_\_ mental and physical health complaints (such as feeling tense or having headaches) than those who did not.

- |   |             |              |                   |          |
|---|-------------|--------------|-------------------|----------|
| 0 | A is being  | B had been   | <b>C has been</b> | D was    |
| 1 | A therefore | B so         | C nor             | D or     |
| 2 | A similar   | B same       | C comparable      | D like   |
| 3 | A do        | B bring      | C make            | D have   |
| 4 | A trail     | B way        | C road            | D course |
| 5 | A has laid  | B has lain   | C lay             | D lied   |
| 6 | A the other | B the second | C another         | D other  |
| 7 | A week's    | B weekly     | C weeks'          | D a week |
| 8 | A minus     | B fewer      | C lesser          | D less   |

**VI** Complete the text. Write **one** word for each space.

Write your answer **only** here in this exam booklet.

There is an example at the beginning (0).

### My Hero

My hero is my great aunt – my grandmother's sister (0) \_\_\_ my mother's side. People say I take after her, in both looks and character. I like to think that that is true. She is a very adventurous woman. She travelled a lot in the Far East at a time (1) \_\_\_ very few Europeans did, especially women. When she looked (2) \_\_\_ my sisters and me, when we were very small, she always let us do exciting things, but she also made sure we did not hurt (3) \_\_\_. She's visiting us (4) \_\_\_ a few days and she'll stay for the summer. I'm really looking forward to it. (5) \_\_\_ will be great to see her again. She's now over ninety, but I'm sure we'll have fun.

- 0     **on**      
 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_

**VII** Complete the text. Write **one** word for each space.

Write your answer **only** here in this exam booklet.

There is an example at the beginning (0).

### Barbie

Barbie Millicent Roberts, widely known (0) \_\_\_ Barbie to millions of girls around the world, was the creation (1) \_\_\_ Ruth Handler. She made a doll (2) \_\_\_ clothes could be changed. The first Barbie doll hit the market in 1959 and was sold for \$3. Today, there are Barbie collectors ready to pay as (3) \_\_\_ as \$25,000 for older versions.

In spite of Barbie's success, (4) \_\_\_ have been serious debates about her figure, especially her waist. People said it was too thin. So, in 1997 it (5) \_\_\_ made wider, which promoted a more "real" model of the female body.

0 \_\_\_\_\_ **as** \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**VIII** Read and complete the text below.

Fill each space with **one** word. Write your answer **only** here in this exam booklet.

There is an example at the beginning (0).

### Dropping great poets for 'easy' verse

The English are not very good (0) \_\_\_ studying foreign languages. No wonder, when (1) \_\_\_ speaks English nowadays. But what about their own language, their literature, poetry?

Classical English poetry is being lost in schools today. Great poets such as Milton and Pope are being dropped (2) \_\_\_ favour of modern, more "accessible" authors. Ann Byrd, who puts (3) \_\_\_ poetry anthologies, said that most teachers were not taught anything before the period of Romanticism. So, is it surprising that they don't dare teach it, (4) \_\_\_ learned very little about it themselves? As a result, everything before 1800 will soon disappear (5) \_\_\_ the classroom. Even Shakespeare himself is being neglected!

However, a reform of the national curriculum is (6) \_\_\_ way, in which the methods of teaching poetry will be taken into consideration. The reform recommends more teaching that includes learning poems by performing them in class. (7) \_\_\_ seems that students prefer learning their favourite passages in class to studying the theory of literature or poetry. Experts say that poetry is not just about education, but about life. And without the opportunity to at least sample some of the old 17th and 18th century greats, students will be missing (8) \_\_\_ on an important experience.

0 **in** \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

**IX** Read and complete the text below.

Fill each space with **one** word. Write your answer **only** here in this exam booklet.

There is an example at the beginning (0).

### **Maps**

Can you imagine our life (0) \_\_\_ maps? We rely (1) \_\_\_ them for getting around unfamiliar places or even for getting to those places in the first place. However, we tend to (2) \_\_\_ their availability for granted. But it was not (3) \_\_\_ relatively recently that maps became available to the general public. Go back a few hundred years and they were difficult to obtain, (4) \_\_\_ their usefulness. Many maps were treated like secret documents, (5) \_\_\_ because they showed how to get to profitable foreign markets or because they contained confidential government information. When Francis Drake circumnavigated the world in 1580, the map of his route to the treasures of the Americas was declared a state secret by Elizabeth I.

Today, (6) \_\_\_ in large part to the rapid expansion of travel and tourism, we can buy them at any petrol station or even get them for free at tourist offices. Moreover, technological advancements have resulted (7) \_\_\_ a level of detail and accuracy in maps that was

unimaginable a century ago. And the GPS (Global Positioning System) places you at the very centre of the map: it can work (8) \_\_\_ your position on earth to within 5m. And your iPhone map will not only tell you where to go but what to see and where to eat when you get there.

0 without

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

**X** Read and complete the text below.

Fill each space with **one** word. Write your answer **only** here in this exam booklet.

There is an example at the beginning (0).

### CERN

The European Organization for Nuclear Research, (0) \_\_\_ as CERN, is an international organization (1) \_\_\_ purpose is to operate the world's largest particle physics laboratory. It is situated in the northwest suburbs of Geneva on the border of France and Switzerland and was established in 1954. Twenty European countries (2) \_\_\_ part in its work. The name CERN also refers (3) \_\_\_ the laboratory, which employs 2,400 full-time employees and hosts 10,000 visiting scientists and engineers, representing 113 nationalities.

CERN provides the accelerators and other equipment needed for high-energy physics research. Numerous experiments have been conducted (4) \_\_\_ CERN by scientists from all over the world. It is the birthplace of the World Wide Web. CERN has a large and powerful computer centre for analysing experimental data and it (5) \_\_\_ this data immediately available to researchers around the world.

After analysing trillions of collisions between protons, CERN's researchers seem to (6) \_\_\_ found the subatomic particle called the Higgs boson. This basic building block of the universe was imagined and named 50 years (7) \_\_\_ by theoretical physicist Peter Higgs. The discovery

of this particle opens the way to detailed studies which might result (8) \_\_\_\_ an explanation of the way the universe was ordered after the chaos of the Big Bang.

0 \_\_known\_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

**XI For Questions 1 - 8 Read the text below. Use the word given in CAPITALS at the end of each line to form a word that fits in the space in the same line.**

**For example: 0 natural**

**Food Production**

In the not-too-distant past farm animals were able to

live (0) \_\_\_\_\_ lives in what we would now term

NATURE

'free-range' conditions. Such farming methods however,

(were not able to supply the rapidly growing (1) \_\_\_\_\_

POPULATE

of the world and the increasing demands on food

(2) \_\_\_\_\_ In order to cope with this rising demand, factory

CONSUME

farming methods were introduced along with the (3) \_\_\_\_\_

DEVELOP

of genetically engineered (4) \_\_\_\_\_ hormones, which

GROW

resulted in a massive increase in food production.

However, these developments in the use of factory

farming and drug (5) \_\_\_\_\_ have led to a widespread

TREAT

feeling that animals are being caused a lot of distress

and that the quality of the food itself suffers as a

consequence. Certainly, many people (6) \_\_\_\_\_ with the idea

AGREE

of keeping animals in one building for their entire (7) \_\_\_\_\_ EXIST  
and argue that more emphasis should be given to (8) \_\_\_\_\_ ALTERNATE  
farming methods.

**XII For Questions 1 - 8 Read the text below. Use the word given in CAPITALS at the end of each line to form a word that fits in the space in the same line.**

**Example: (0) CRITICISM**

**Dress Code**

UK companies have received (0) \_\_\_\_\_ from CRITIC  
a business forum for what their report refers to as  
a rather narrow-minded attitude towards the dress  
code for office workers. This follows a case in  
which a male (1) \_\_\_\_\_ working in the post room of a EMPLOY  
large company in the United Kingdom received a  
(2) \_\_\_\_\_ for wearing jeans to work. SUSPEND  
Whilst the report accepts that there is a need for  
people dealing with (3) \_\_\_\_\_ to look well dressed, CUSTOM  
it questions whether employees who work behind  
the scenes necessarily need to dress formally.  
The authors of the report made a (4) \_\_\_\_\_ between COMPARE  
the UK and other European nations where  
employers seem (5) \_\_\_\_\_ about the need for their CONCERN  
workers to wear smart clothes in the office.  
Their (6) \_\_\_\_\_ is based on research that claims ARGUE  
workers are far more (7) \_\_\_\_\_ when they have the PRODUCT

(8) \_\_\_\_\_ to dress in a way that they feel most comfortable in.

FREE

**XIII For Questions 1 - 8 Read the text below. Use the word given in CAPITALS at the end of each line to form a word that fits in the space in the same line.**

**Example: (0) BIGGEST**

### **Kitchen Hygiene**

The next time you go to the supermarket don't

forget to buy the (0) \_\_\_\_\_ bottle of kitchen cleaner

BIG

you can to (1) \_\_\_\_\_ your work surfaces.

INFECT

Recent research in America has shown that

the kitchen is often the most (2) \_\_\_\_\_ of all the rooms

HYGIENE

in the home.

The (3) \_\_\_\_\_ of food, heat and dampness means the

COMBINE

kitchen is (4) \_\_\_\_\_ a breeding ground for bacteria that

POTENTIAL

can cause stomach upsets and vomiting.

The study at the University of Arizona examined

15 homes over 30 weeks. Levels of (5) \_\_\_\_\_ were

CLEAN

certainly not below average yet cutting boards

and dishcloths were found to contain bacteria in

far greater number than elsewhere in the home.

(6) \_\_\_\_\_ say ignorance is the cause of the problem

RESEARCH

and point out that (7) \_\_\_\_\_ cleaning can lead to

ADEQUATE

serious food poisoning.

The (8) \_\_\_\_\_? Make sure you clean all work surfaces

SOLVE

daily and keep an eye on that dishcloth!

**XIV Read the text and then write the correct form of the word on the right. There is an example at the beginning:**

**(0) unusual**

**Turn A Hobby into a Business**

It is not (0) \_\_\_\_\_ to make a hobby pay for itself      USUAL  
even if initially you had no (1) \_\_\_\_\_ of turning it      INTEND  
into a business.

For those looking to make a profit on their (2) \_\_\_\_\_,      CREATE  
these days an audience for products can range from  
the local to the truly global. Some (3) \_\_\_\_\_ begin      HOBBY  
by donating a piece of work to a charitable sale  
just to see how quickly and (4) \_\_\_\_\_ it sells.      PROFIT

Local shops can be the next outlet for items,  
often the step taken by those making things like  
hand-made greetings cards for instance. And for the  
truly ambitious, websites like eBay enable the  
hobbyist to reach a (5 ) \_\_\_\_\_ audience.      WORLD

As with any business idea, an honest (6) \_\_\_\_\_ should be      APPRAISE  
undertaken regarding the demand for the work and the  
price the customer is prepared to pay in (7) \_\_\_\_\_ .      REAL

However, do not forget the degree of personal (8) \_\_\_\_\_      SATISFY  
as well.

**XV Read the text and then write the correct form of the word on the right:**

**People of the Forest**

This TV (0) \_\_\_\_\_ documentary follows      DOCUMENT  
a family of chimpanzees who live  
in the forest of Tanzania. Set in (1) \_\_\_\_\_      SPECTACLE

scenery the programme gives us a fascinating insight into the life and social (2) \_\_\_\_\_ of these creatures. ACTION

(3) \_\_\_\_\_ we humans share 98% of our genes with chimpanzees; indeed, they are our closest relative in the animal (4) \_\_\_\_\_ and scenes in the documentary offer clear evidence of our (5) \_\_\_\_\_. The focus of the film is on Fifi and we first see her as a (6) \_\_\_\_\_ five-year-old who spends all her time annoying her younger brother. Meanwhile, the older male chimps seem to be involved in an endless fight for (7) \_\_\_\_\_. And it SUPREME

is no surprise to learn that while all this is taking place the females are left to deal with day-to-day matters. Make sure you set aside an hour to watch this. The splendour of the location makes this programme worthwhile viewing, although our (8) \_\_\_\_\_ to these animals will make you think. LIKE

**XVI For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**Example:**

I haven't seen you for years.

**ages**

It's (been ages since I) saw you.

1. 'Why don't you come over for dinner at the weekend?' he asked her.

**suggested**

He ..... for dinner at the weekend.

2. The school I studied at last year was better than this one.

**good**

This school ..... my last one.

3. Although the weather was terrible we had a good time.

**spite**

We had a good time ..... the terrible weather.

4. Being rude is inexcusable.

**excuse**

There is ..... rude

5. I regret taking up smoking.

**wish**

I ..... up smoking.

6. The police are interviewing the suspects.

**interviewed**

The suspects ..... by the police.

**XVII For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**Example:**

I haven't seen you for years.

**ages**

It's (been ages since I) saw you.

1. Because it snowed heavily during the night the motorway is closed.

**due**

The motorway is closed ..... that there was heavy snow the night before.

2. Did you manage to get in contact with the boss today?

**getting**

Did you ..... in contact with the boss today?

3. I don't care what you do.

**concerned**

As ..... you can do what you like.

4. The meal we had in the restaurant was so nice.

**such**

It ..... meal in the restaurant.

5. Do you and your brother have the same looks?

**like**

Does ..... you?

6. That's the garage where I left my car last week.

**repaired**

That's where I went ..... last week.

1. "Have you been on holiday recently, Jane?" asked Tony.

BEEN

Tony asked Jane ..... on holiday recently.

2. I was too tired to go to the party.

THAT

I was ..... I couldn't go to the party.

3. There's no point asking Lynda to help as she's really busy.

WASTE

It's ..... asking Lynda to help as she's really busy.

4. I'm sure it was Ana I saw in town as I recognised her coat.

MUST

It ..... Ana I saw in town as I recognised her coat.

5. We demanded to see the hotel manager to make our complaint.

SEEING

We ..... the hotel manager to make our complaint.

6. The boss wouldn't object to you going early today.

OBJECTION

The boss would not ..... you going early today.

**XVIII For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**Example:**

I haven't seen you for years.

**ages**

It's (been ages since I) saw you

.

## ORAL EXAM QUESTIONS – SPEAKING TOPICS

### ***1. Moving Abroad***

Compare and contrast arguments why a person should stay in their native country or build their life abroad. How does that relate to your homeland and plans for your future? Support your answer with specific arguments and real life examples.

### ***2. Life Now and Then***

How are your teenage years different from the teenage years of your parents? Do you think their life was better or worse when they were your age? Support your answer with precise arguments and examples.

### ***3. Generation Gap***

Teenagers and their parents usually do not get along so well. Based on your own experience, why is that so? Describe your relationship with your parents. Support your answer with concrete arguments and real life examples.

### ***4. Personality***

There are many factors that make us the people we are; genetics, upbringing, education, social background... In your opinion, are all these factors equally important, or some outweigh others? Which factors affected your personality the most? Support your answer with precise arguments and real life examples.

### ***5. Beauty***

An old proverb says that beauty is in the eye of a beholder, meaning that whether something or someone is beautiful depends on one's taste and subjective perspective. However, the society we live in inflicts very strict and almost unreal ideals of beauty, especially upon women. What is your opinion on this matter and what is beauty to you? Support your answer with precise arguments and real life examples.

### ***6. Social Networks***

Social networking has become a significant part of our everyday life. The problem is that many people tend to live more of a digital than real life. Based on your personal experience, to what extent do you agree or disagree with this statement? Support your answer with concrete arguments and real life examples.

### ***7. Education***

Systems of primary and secondary education differ from country to country, especially in terms of the quality of knowledge and skills they offer to students. Based on your personal experience, what are the advantages and disadvantages of the education system in our country? Support your answer with concrete arguments and real life examples.

### ***8. High School Experience***

It is often said that high school years are the best period in a persons' life. To what extent do you agree or disagree with this statement? How would you summarise the past four years of your life? Support your answer with concrete arguments and real life examples.

### ***9. Strict Vs. Relaxed Teachers***

Every student has their favourite teacher, but also the one they feared the most. Although most students usually prefer relaxed teachers, some argue that strict teachers provide much better education to their students. To what extend do you agree or disagree with this statement? In your opinion, what an ideal teacher would be like? Support your answer with precise arguments and real life examples.

### ***10. The Whole Truth and Nothing but the Truth***

Being honest and telling the truth is a prerequisite for a moral person. But are people truly honest to each other all the time? What is your experience? Do you think people should always tell the truth, there are some cases when lying is justified? Support your answer with precise arguments and examples.

### ***11. Friendship***

It is often said that true friends are rare and very difficult to find. To what extent do you agree or disagree with this statement? What is your experience with friends? Support your answer with concrete arguments and real life examples.

### ***12. Childhood Memories***

Childhood is the most carefree part of life and most people have dear memories from that period. What is your dearest childhood memory? Describe it and give reasons to explain why that is your happiest memory.

### ***13. Special People***

Talk about a person in your life who has inspired you. Describe the person and explain why you found him/her inspirational.

### ***14. Travelling***

Travelling is one of the most exciting activities one can do in life. Do you enjoy travelling and have you travelled a lot? Talk about an interesting tourist attraction you have been to. Describe it and say why it was interesting.

### ***15. Life Challenges***

We all experience different kinds of happy and difficult situations in our life. Talk about a difficulty you have overcome in your life. Describe the experience and say why it was difficult to overcome.

***16.***

### ***17. Family Time***

Most people describe life today as stressful and without enough good quality free time. This especially goes for working parents. How much time do you and your parents have for each other? Talk about something you and your family enjoy doing together. Describe it and explain why you all enjoy it.

### ***18. Person of Trust***

Which person are you most likely to go to with a personal problem? Describe this person and say why you would go to him/her in particular.

### ***19. Places to Visit***

Our country has beautiful nature, rich history and many interesting places to visit. Name a place in your country you would recommend others to visit. Describe this place and explain why you would recommend it.

### ***20. Parenting***

There is a proverb saying that parents are the best teachers. Based on your personal experience, to what extent do you agree or disagree with this statement? Support your answer with precise arguments and real life examples.

### ***21. Hometown***

Describe your hometown, with special focus on what you like and not like about it. If you could change one important thing about your hometown, what would you change? Support your answer with specific arguments and real life examples.

### ***22. Upbringing***

Do you agree or disagree with the following statement?

*It is better for children to grow up in the countryside than in a big city.*

Use specific arguments and real life examples to support your answer.

### ***23. Celebrities***

Do you agree or disagree with the following statement?

*Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities.*

Use specific reasons and details to explain your opinion.

#### ***24. Conflict Resolution***

Resolving problems between individuals or groups is important. What should be considered or kept in mind in resolving problems between individuals or groups? Use specific reasons and examples to support your answer.

#### ***25. Good Children***

What are the important qualities of a good son or daughter? Have these qualities changed or remained the same over time in our culture? Use specific reasons and examples to support your answer.

#### ***26. Movies Preferences***

Some movies are serious, designed to make the audience think. Other movies are designed primarily to amuse and entertain. Which type of movie do you prefer? Use specific reasons and examples to support your answer.

#### ***27. Life Success***

In your opinion, what is the most important characteristic (for example, honesty, intelligence, sense of humor) that a person can have to be successful in life? Use specific reasons and examples from your experience to explain your answer.

#### ***28. Life Success II***

Do you agree or disagree with the following statement? Only people who earn a lot of money are successful. Use specific reasons and examples to support your answer.

#### ***29. School Uniforms***

Some high schools require all students to wear school uniforms. Other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better? Use specific reasons and examples to support your opinion.

#### ***30. Advertising***

Some people say that advertising encourages us to buy things we really do not need. Others say that advertisements tell us about new products that may improve our lives. Which viewpoint do you agree with? Use specific reasons and examples to support your answer.

#### ***31. Studying Options***

In the future, students may have the choice of studying at home by using technology such as computers or studying at traditional universities. Which would you prefer? Use reasons and specific details to explain your choice.

## TEST Sample

### Part 1: Reading

**I** You are going to read an article in which people talk about their high school reunions. For questions 1-12, choose from the people A-F. There is an example at the beginning (0).

#### High school reunion

##### A Adam

I've seen all the photographs from the reunion. Betty is as gorgeous as when we dated. The others also don't seem to have changed much. Maybe a gray hair here and a pound there, but that's about it. I wish I'd been there. I'm sure I would have had a great time remembering the pranks we played on our teachers. I'll certainly try to stay in touch with my ex-classmates, especially now that I have moved to Australia. The job shortage at home simply forced me to make drastic changes in my life.

##### B Benjamin

When I entered the hall, it was packed with plump, bald men and middle-aged women. At that moment it dawned upon me that I was no longer a young man either. I distinctly remembered all my classmates' names, but I couldn't put the faces and the names together. I wanted to leave straightaway. It was Linda, my wife, who stopped me, of course. Even during our school days she was more reasonable than me. At the time nobody believed we would last a month together. And now we have two sons and we run a family business.

##### C Conrad

That day I was in Stockholm at a meeting and managed to negotiate the takeover of a large pharmaceutical company. My flight was delayed, so I didn't even have time to change my clothes and I nearly missed the reunion. If only I had. I had been looking forward to it so much, but once I was there, I had a feeling I was among strangers. We had nothing to say to each other. That's sad considering how close we used to be. I should have left immediately. One thing is sure, I'll never go to a reunion again.

##### D Danielle

My husband and I almost didn't come at all because the babysitter was available only until 10. People were amazed to see us together as we had hardly ever spoken in high school. I couldn't believe my eyes when I saw my best school friend, Jessica, since I didn't expect to see her. I knew she spent a lot of time travelling around the world. Our paths had gone different ways after school, but she was as likeable as she had been 20 years ago and it was great talking to her. It was a shame we were the first to go.

##### E Ethan

In high school I was considered a nerd. Maybe it's because of the thick glasses and knitted pullovers I used to wear. So, I wondered what it would be like to meet again the people who

had so often teased me. The way they behaved was surprisingly immature. As if there hadn't been a 15-year gap. I wouldn't mind seeing them again, though I doubt they will ever be any different. I don't bear any grudges. I am a successful and happy person now, but I wonder if they are.

F Francesca

I was in two minds whether to go or not to go as I hadn't been in touch with any of my ex-classmates since school. When I finally made up my mind, it took me two weeks to decide what I would wear for the occasion. Being without work, I rarely buy fancy clothes these days and I wanted to wear something that would hide those 10 extra kilos. At the reunion, I felt uncomfortable and wanted to leave early, but I thought that would be impolite so I endured it.

Which person...

- 0 was an excellent student? \_\_\_E\_\_\_
- 1 is unemployed? \_\_\_\_\_
- 2 is a successful businessman? \_\_\_\_\_
- 3 thinks nothing has changed? \_\_\_\_\_
- 4 left early? \_\_\_\_\_
- 5 wouldn't like to see their classmates again? \_\_\_\_\_
- 6 lives abroad? \_\_\_\_\_
- 7 didn't feel good about their appearance? \_\_\_\_\_
- 8 married their high school sweetheart? \_\_\_\_\_
- 9 did not recognise almost anybody? \_\_\_\_\_
- 10 was disappointed? \_\_\_\_\_
- 11 was pleasantly surprised? \_\_\_\_\_
- 12 wasn't at the reunion? \_\_\_\_\_

\_\_\_\_/12

**II** Read the text below. For questions 1-6, choose the correct answer (A, B, C or D). Two points one answer.

### The Hunted

In the early nineteen-seventies, Mark Owens and Delia Jones, two fresh graduates in biology with promising career prospects, were seized by the idea of resettling in remotest Africa. Although people told them they were not realistic, the two persisted with their plan. Newly wed, the Owensens organized an auction, sold their possessions, and used the modest proceeds to buy camping equipment and a pair of one-way plane tickets to Johannesburg. When they arrived, in January 1974, Delia, the daughter of farmers from Toledo, Ohio, was twenty-four years old. Mark was twenty-nine, the divorced father of a four-year-old boy named Christopher.

Mark and Delia had scoured the map of Africa, searching for a site so isolated that its wildlife would have no knowledge, and no fear, of humans. They eventually found their way to a place

called Deception Valley, in the Kalahari Desert of Botswana. The Owenses thought it was a perfect spot for them to make camp since the wildlife there had not been reduced in number by poaching, as it had been in other parts of Africa. Though the valley was in many ways an unforgiving place – temperatures can climb above a hundred and twenty degrees in summer – it was distant enough from the capital, Gaborone, to ensure that they would be left alone to do their work. The Kalahari is virtually empty of people: the Owenses later wrote of living with only “a few bands of Stone Age Bushmen in an area larger than Ireland.”

In their book *Cry of the Kalahari*, the Owenses described their dreadful living conditions: “Our major concern was having to ration ourselves to seven gallons of water each per week, for bathing, cooking, and drinking. The water from the drums tasted like hot metallic tea, and to cool it for drinking, we filled tin dinner plates and set them in the shade of the acacia. But if we didn’t watch it closely, the water would quickly evaporate or collect bees, twigs, and soil. After washing the dishes, we took sponge baths in the dishwater, then strained the coffee-colored liquid through a cloth into the truck’s radiator.”

Despite poverty, loneliness, and drought, they established a functional research station, and gained the trust of several prides of lions and clans of brown hyenas. Early on, Mark Owens went to South Africa to learn how to pilot small airplanes, and the Frankfurt Zoological Society, which became the Owenses’ most important sponsor, gave him money for a single-engine Cessna. He used the plane to survey the Kalahari’s wildlife, and he and Delia spent thousands of hours conducting close observation of the social life of hyenas, learning about their surprisingly communal behavior. By writing about the exploits of these predators in vivid and accessible prose, they attracted popular attention and funding for their work. They welcomed reporters who came to Deception Valley, and told their story not as one simply of research but of young love in a hard land.

In “Kalahari Romance”, an article Mark Owens published in *International Wildlife*, he described his ideal day: “I land in the grass, most likely in a place never visited by modern man, and we sleep in the open under the wing. Now and then we wake to watch the gentle sweep of the Southern Cross constellation through the sky. Knowing that no one on Earth knows where we are, we feel special, as if we are the only two people in the universe. It’s like living a dream.”

1 When they moved to Africa, Mark and Delia

- A already had children.
- B were already divorced.
- C already had jobs.
- D were already married.

2 In the first paragraph the author states that Mark and Delia

- A were not realistic in what they expected from Africa.
- B went to Africa to study.
- C got the money for moving to Africa from selling what they owned.
- D had experience in running a farm.

3 The decisive factor why Mark and Delia chose Deception Valley for their campsite was that

- A there were no people there.
- B it was remote.
- C they could be alone.
- D wildlife was abundant there.

4 Mark and Delia were worried about the water they used primarily because of

- A its impurity.
- B its quantity.
- C its taste.
- D its temperature.

5 Mark and Delia got the money for their research from

- A selling stories to sponsors.
- B giving accommodation to reporters.
- C writing about hyenas.
- D writing about their romance.

6 According to Mark's description, his ideal day includes

- A flying an airplane.
- B sleeping in a tent.
- C feeling lost.
- D bird-watching

\_\_\_\_/12

## Part 2: English in Use

**III** Read the text below. For questions 1-8, choose the answer (A, B, C or D) which best completes each sentence. There is an example at the beginning (0).

Clock change leaves teenagers more sleepy

Researchers at Surrey University have studied the effects of the move to British Summer Time (0) \_\_\_ teenage schoolchildren. They found that the amount they sleep decreases following the clock change and they can suffer (1) \_\_\_ sleep deprivation. They also found that (2) \_\_\_ before the change, the teenagers were getting less than the recommended hours of sleep. The need for more sleep is something teenagers are (3) \_\_\_ with. Sleep researcher Joanne Bower said: "If we don't get enough sleep, we can find problems with performance, concentration, and mood. We're lucky we are quite (4) \_\_\_ in that we generally do have an amazing ability to bounce back." The students were studied using wristwatches. These were (5) \_\_\_ constantly over a 10-day period before and after the clock change. The watches reliably indicated when the teenagers were awake and asleep. The researchers found that in the days following the clock change, the teenagers had on average less than six hours of sleep (6) \_\_\_ night. Mrs Bower said: "The body clock, which makes sure the same things happen in the body (7) \_\_\_ the same time every day, undergoes a shift during adolescence. The shift includes a delay in the production of the sleep-promoting hormone, melatonin. This (8) \_\_\_ teenagers are awake later

in the evening and find it difficult to rise early in the morning. Add this to the clock change, and teenagers may suffer more than most.”

- 0 A for **B on** C to D with
- 1 A hard B heavy C severe D strict
- 2 A even B only C still D yet
- 3 A engaged B experienced C familiar D used
- 4 A concentrated B easy C optimistic D resilient
- 5 A carried B carried out C observed D worn
- 6 A a B during C in D on
- 7 A at B for C in D on
- 8 A causes B claims C means D signifies

\_\_\_\_\_/8

**IV** Read the text below. For questions 1 -8, write one word which best completes each sentence. Write your answer on the lines below the text. There is an example at the beginning (0).

#### Fireballs over Chelyabinsk

Small pieces (0) \_\_\_ space debris (usually parts of comets or asteroids) that are (1) \_\_\_ a collision course with the Earth are called meteoroids. When meteoroids enter the Earth’s atmosphere, they are called meteors. Most meteors burn up in the atmosphere, but if they survive the frictional heating and strike the surface of the Earth, they are called meteorites. Most of them do very (2) \_\_\_ damage. However, the meteorite that exploded over central Russia in 2013 shot fireballs over a vast area causing a shock wave that smashed windows, damaged buildings and injured 1,200 people. People heading to work in Chelyabinsk, a city 1,500 km east of Moscow, heard (3) \_\_\_ sounded like an explosion, saw a bright light and then felt the sonic boom, (4) \_\_\_ to a Reuters correspondent. The fireball, travelling (5) \_\_\_ a speed of 30 km per second, had blazed across the horizon. It left a long white trail that (6) \_\_\_ be seen as far as 200 km away. Car alarms went (7) \_\_\_, thousands of windows shattered and mobile phone networks were disrupted. In the geologically (8) \_\_\_ so distant past, 49,000 years ago, the Earth was struck by a 50 meter nickel/iron meteorite that formed the Barringer Crater in Arizona, which is 1.2 kilometres across and 200 meters deep.

- 0 \_\_\_\_\_ of \_\_\_\_\_
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

\_\_\_/8

**V** Complete the second sentence so that it has a similar meaning to the first sentence, using the **word given**. Do not change the word given. You must use between **two** and **five** words, including the word given.

1. You must do exactly what the teacher tells you.

**carry**

You must \_\_\_\_\_ instructions exactly.

2. So that Susan would be fit for the skiing, she went to the gym three times a week.

**order**

Susan went to the gym three times a week \_\_\_\_\_ fit for the skiing.

3. 'Do you know the way to the Italian restaurant?' Julie asked Maria.

**where**

Julie asked Maria \_\_\_\_\_ the Italian restaurant was.

4. They decided to advertize her house on the internet.

**put**

They decided \_\_\_\_\_ their house on the internet.

5. She had to finish her homework before she went out.

**until**

She had to stay in \_\_\_\_\_ her homework.

\_\_\_\_\_/5

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

Beavers

After the recent floods, conservationists are calling for beavers to be reintroduced to Britain.

You may wonder how animals that build dams prevent floods when (1) \_\_\_\_\_

(SURE) the opposite is true. However, beavers construct dams in upland areas, creating small

pools and (2) \_\_\_\_\_ (DIVERT) that retain water and release water to lowland

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

Until the 16th century, beavers lived wild in parts of Briatin, but they were hunted to  
(4)\_\_\_\_\_ (EXTINCT) for their fur. However, recently (5) \_\_\_\_\_(VARY)  
British wildlife organisations have applied to reintroduce beavers to the countryside.

\_\_\_\_\_/5

Total:\_\_\_\_\_/50

## KEY to the TEST Sample

### Part 1: Reading

I F,C,E,D,C,A,F,B,B,C,D,A

II D,C,D,B,C,A

### Part 2: English in Use

III C,A,C,D,D,A,A,C

IV on, little, what, according, at,could, off, not

V carry out the teacher's instructions; in order to be; if she knew where; to put an advert for;  
until she had finished

VI shurely, diversions, gradually, extinction, various

## KEY

### Part 1: Reading

1. A,C,A,D,B,D

2. D,C,F,B,E,A,E,C,B,D,F,A

3. A,F,E,D,B

4.E,E,F,C,D,A,F,D,A,F,A,B

5. A,B,C,D,D,A

6. A,D,A,B,A,D

7. G,A,F,B,D,C

8. B,D,D,D,A,C,B,C,A,C

9. A,A,D,B,C,C

10. G,C,H,F,B,E

11. A,A,D,B,C,C

12. G,C,H,F,B,E

### Part 2: English in Use

1. B,A,C,B,C

2. D,C,B,A,C,C,B,D

3. D,B,B,B,D,A,A,C

4. B,C,C,A,B,D,B,C
5. B,C,C,A,B,D,B,C
6. when, after, ourselves, in, It
7. of, whose, much, there, was
8. everyone/everybody, in, out/together, having, from, under,It, out
9. on, take, until, despite, either, due/owing/thanks, in, out
10. whose, take, to, at, makes/renders, have, ago, in
11. population, consumption,development,growth,treatment(s),disagree,existence,alternative
- 12.employee,suspension,customers,comparison,unconcerned,argument,productive,freedom
- 13.disinfect,unhygienic,combination,potentially,cleanness,researchers,inadequate,solution
- 14.intention,creativity/creations,hobbyists,profitably,worldwide,appraisal,reality,satisfaction
- 15.spectacular,interaction,apparently,kingdom,similarity(ies),playful,supremacy,likeness
16. suggested coming over/suggested (that) she come/came over, is not as good as, in spite of, no excuse for being, wish I hadn't taken, are being interviewed
17. due to the fact, succeed in getting, far as I am concerned, was such a nice, your brother look like, to get/have the/my car repaired
18. if/whether she had been, so tired/exhausted that, a waste of time, must have been, insisted on/upon seeing, have any objection to