

EKSTERNA MATURA
za učenike osnovne škole

**VODIČ ZA POLAGANJE ISPITA IZ PREDMETA
ENGLISKI JEZIK**

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U V O D

Polazna osnova za izradu **Vodiča** za eksternu maturu iz predmeta Engleski jezik:

- Nastavni plan i program devetogodišnje osnovne škole Federacije Bosne i Hercegovine;
- Nastavni plan i program devetogodišnje osnovne škole Kantona Sarajevo;
- Udžbenici koje su odobrili Koordinacija ministara obrazovanja i nauke u Federaciji Bosne i Hercegovine i Ministarstvo za obrazovanje, nauku i mlade Kantona Sarajevo;
- *Zajednička jezgra nastavnih planova i programa za strane jezike definirana na ishodima učenja (ZJNPP, 2014.) kojeg je izradila Agencija za predškolsko, osnovno i srednje obrazovanje po uzoru na *Zajednički evropski referentni okvir za jezike (ZERO)* s ciljem definiranja jasnih, mjerljivih i konkretnih ishoda znanja.*

1. OPĆI CILJEVI ISPITA I ISHODI ZNANJA

Ispitni ciljevi su zasnovani na jezičkim kompetencijama definiranim Nastavnim planom i programom devetogodišnje osnovne škole Kantona Sarajevo.

Cilj izvođenja nastave iz engleskog jezika, kao prvog stranog jezika u devetom razredu je potpuno dostizanje nivoa A2. 2. Evropskog okvira za strane jezike - CEFR za sve četiri jezičke vještine.

Sve četiri jezičke vještine se ovom prilikom neće provjeravati na Eksternoj maturi iz tehničkih razloga, ali je potrebno naglasiti da ih i dalje treba sistematski razvijati, njegovati i usavršavati.

Na eksternoj maturi će se provjeravati znanje iz sljedećih oblasti: **LISTENING, READING, VOCABULARY, GRAMMAR i COMMUNICATION.**

1.1. Ishodi znanja

Očekivani rezultati/ishodi znanja će pokazati da učenici poznaju engleski jezik na predviđenom nivou morfologije, semantike, sintakse i leksike, da vladaju određenim vokabularom, te da se snalaze u različitim tipovima zadataka.

Učenici bi trebali bez poteškoća da slušaju, čitaju i razumiju glavne misli i neke detalje u srednje teškim tekstovima iz svakidašnjice i u tekstovima baziranim na činjenicama, da mogu naći novu predvidivu informaciju u jednostavnom i jasno strukturiranom tekstu o poznatim temama, te da mogu povremeno otkriti značenje nepoznatih riječi prema njihovom obliku u kontekstu. Također bi trebalo da prepoznaju i identificiraju gramatičke strukture i prepoznaju odgovarajuće jezičke strukture na nivou riječi, fraza, rečenica, kao i odgovarajuće idiome i kolokacije. Pored toga, učenici bi trebali biti u stanju primijeniti jezičko znanje u odgovarajućem kontekstu.

2. STRUKTURA TESTA

Zadaci u Vodiču i ispitnom testu su podijeljeni u pet oblasti, koje će u ispitnom testu biti bodovane na sljedeći način:

Ispitne oblasti testa	Broj bodova
LISTENING	1.50
READING	2
VOCABULARY I	1
VOCABULARY II	1
GRAMMAR I	1.50
GRAMMAR II	1.50
COMMUNICATION	1.50
Ukupno:	10

LISTENING

Tokom devetogodišnje osnovne škole učenici su imali priliku slušati tematski različite komunikacijske modele. Slušajući navedene modele učenici su rješavali različite tipove zadataka na određenu temu.

READING

Odnosi se na razumijevanje tekstova odabranih po principu zastupljenosti različitih tema. Uvažavajući principe interkulturalnosti, teme tekstova se bave različitostima i sličnostima različitih zemalja. Tekstovi vezani za Bosnu i Hercegovinu su sastavni dio ove oblasti.

Teme: porodica, škola, svakodnevni život, zdravlje, ekologija, kultura i umjetnost, vrijeme, životinje, nauka i tehnologija, tradicija, moja domovina, zabava i praznici.

VOCABULARY

Odnosi se na vokabular koji su učenici učili ili ponavljali iz datih tema definisanih u modularnom načinu organizacije udžbenika, uključujući i tvorbu riječi, upotrebu složenih glagola, kolokacija, idioma, sinonima i antonima, složenica i slično.

GRAMMAR

Obuhvata sve strukture predviđene Nastavnim planom i programom devetogodišnje osnovne škole.

Imenice	<ul style="list-style-type: none">• Pravilna i nepravilna množina• Brojive i nebrojive imenice• Rod, broj i padež
Zamjenice	<ul style="list-style-type: none">• Lične• Pokazne• Upitne• Prisvojne• Neodređene• Odnosne
Pridjevi: Determinatori	<ul style="list-style-type: none">• Članovi• Prisvojni pridjevi• Pokazni pridjevi• Pridjevi za neodređenu količinu i broj• Upitni pridjevi• Opisni pridjevi• Komparacija pridjeva
Glagoli	<ul style="list-style-type: none">• Present Simple• Present Continuous• Past Simple• Past Continuous• Present Perfect• Future Tense• <i>Going to</i> – forma
Prilozi	<ul style="list-style-type: none">• Mjesto, vrijeme, način, količina• Komparacija priloga
Prijedlozi	<ul style="list-style-type: none">• Mjesto, vrijeme• <i>pridjev + prijedlog</i> (<i>afraid of, ready for</i>)
Veznici	<ul style="list-style-type: none">• <i>and, but, because, or, etc.</i>
Brojevi	<ul style="list-style-type: none">• Glavni i redni brojevi
Modalni glagoli	<ul style="list-style-type: none">• <i>have to/not have to, must, mustn't, needn't, can, could, may, have to, must, will, would</i>
Imperativ	<ul style="list-style-type: none">• <i>Naredba, zabrana</i>
Vezni glagoli koji zahtijevaju dopunu pridjevom	<ul style="list-style-type: none">• <i>appear upset, seem right, look nice, smell /taste /sound nice, etc.</i>

**Glagole iza kojih
slijedi gerund i/ili
infinitiv**

- *begin reading / to read, enjoy walking, want to walk, etc.*

Passive Voice

- Present simple, Past simple, Future simple

Rečenice

- *If* rečenice (zero i prvi)
- Vremenske
- Red riječi (potvrđni, upitni i odrični oblik)

**Direktni i
indirektni govor**

- Izjave, zapovijesti, molbe, pitanja sa uvodnim glagolima *say, tell* i *ask* u sadašnjem vremenu

COMMUNICATION

Obuhvata najvažnije jezičke strukture u različitim životnim situacijama, kao što su savjeti, upute, dogovaranje, predlaganje, traženje pomoći, izražavanje stava, intervjuiranje i slično.

3. ISPITNE OBLASTI SA PRIMJERIMA URAĐENIH ZADATAKA

3.1. Listening

Zadaci iz oblasti Listening su zatvorenog tipa (alternativnog i višestrukog izbora):

- **Listen and underline the correct ending (A, B or C).**
- **Listen and underline the correct answer to complete the sentences.**
- **Listen and decide if the sentences are True(T) or False(F).**

Za uvježbavanje oblasti *Listening*, učenici slušaju tekst i donose odluke nakon preslušanog sadržaja. Da bi se adekvatno pripremili za uspješno rješavanje pitanja iz oblasti *Listening*, učenici će posebnu pažnju obratiti na naglašene ključne riječi u preslušanom materijalu, pažljivo će čitati pitanja i analizirati sadržaj pitanja uporedo sa audio snimkom.

**I Listen to Harry telling Linda about his holiday in France.
Underline the correct ending (A, B or C) for each sentence.**

Example:

The number of people who went on holiday including Harry was
A) three. B) four. **C) five.**

1 They travelled to France by

A) car. **B) plane.** C) train.

2 They stayed

A) at a campsite. B) in a luxury hotel. C) in a youth hostel.

3 They got home on

A) 13th May. B) 14th May. C) 15th May.

Tapescript

- Linda:** *Did you have a good holiday in France, Harry?*
- Harry:** *Yes, thanks. It was great.*
- Linda:** *Did you go with your mum and dad?*
- Harry:** *Yes. And they said I could take two friends, so Tom and Jim came. It was fun. We left on Jim's birthday, May 3rd.*
- Linda:** *Did you fly?*
- Harry:** *Yes – but there were problems at the airport and our plane took off late. So altogether our journey took eight hours. We were really tired and fed up when we got to France at nine o'clock that evening.*
- Linda:** *Oh dear! Did you stay in a nice hotel?*
- Harry:** *No. I wanted to stay at a youth hostel, but mum and dad said they're too old for that nowadays. So we were at a campsite. It was really good. We hired all the camping equipment and Dad hired a car, too, for going sightseeing.*
- Linda:** *Did you do a lot of sightseeing?*
- Harry:** *The others did, but I didn't. I went swimming every day. It was too hot for sunbathing.*
- Linda:** *How long were you there?*
- Harry:** *For ten days. We left on Tuesday. We decided to travel back by train so we could see more of the country. It was really interesting. There was a train at seven o'clock but we missed that and caught the next one an hour later.*
- Linda:** *So when did you get back home?*
- Harry:** *On my mum's birthday: May 15th.*

Key: 1 B, 2A, 3C

II Listen to a person talking about his photographs. Underline the correct answer to complete the sentences. *Example:*

His 9th birthday was in 1988. / 1998. / 1989.

- 1 His present was **a toy aeroplane. / a teddy bear. / a big aeroplane .**
- 2 The holiday was in *Italy. / China. / Spain. / the USA.*
- 3 The score in the final was *63-64. / 36-34. / 46-43. / 64-63.*

Tapescript:

....oh, I'm really young in this photo. I think it was my seventh birthday...no, I was eight, definitely eight. So that was on the twenty fifth of February 1998. I had a birthday party at home with some friends.... I was really happy. I remember my present from my parents. It was a toy aeroplane. It was great!

Right, I remember this. We were in the swimming pool in Spain. My mum's Spanish and we always stay with my grandparents for a month in the summer holidays. I remember that day because it was my mum's birthday - the twenty second of July, two thousand and two. I was twelve. That's me on the right with my baby sister.

This is a photo of me last year. I was in the school basketball team and we were the winners of the school league. The final was on the tenth of April. It was a fantastic game! The score was sixty-four-sixty-three. This was our team photo after the match. That's me on the right. I'm tall for my age.

Key: 1 toy aeroplane 2 Spain 3 64-63

III Emma and Tom are talking about money.

Decide if the sentences about them are True (T) or False (F).

Example:

Tom likes going shopping with Emma. **F**

1 Tom's grandparents give him money every week.

2 Emma helps with the shopping on Saturdays.

3 Tom has got about £45 in his savings account.

Tapescript

Emma: *Hi, Tom. I've just got my pocket money so I'm going shopping. Do you want to come?*

Tom: *No thanks. I don't like going to your sort of shops. You spend hours looking at clothes. I've got my pocket money, too. Do you get some every week?*

Emma: *Yes. My parents give it to me every Saturday.*

Tom: *So do mine. I get £16 a week. And then my grandparents give me some money once a month, when we visit them.*

Emma: *That's nice of them. I get a bit more than you: £20 a week from my mum and dad. But I don't get money from my grandparents very often: just on my birthday. Do you have to do a lot of chores at home to earn your pocket money?*

Tom: *Well, not too many. I always take our dog for a walk when I get home from school. But that's fun. He's a great dog, and he loves going to the park. And I clean my dad's car, too. And I'm supposed to do the washing-up at weekends, but I really hate washing-up so my sister always does it. What about you?*

Emma: *Well, I usually do the washing-up on Sundays. I don't mind doing it. And I tidy my room. I'm supposed to help with the shopping on Saturdays, too. But I'm usually out with my friends, so I don't do that. I like shopping for clothes, but not for boring things like food.*

Tom: *Do you spend a lot on clothes, then?*

Emma: *Oh, yes. I spend most of my pocket money on clothes. And I often go to the cinema and that's pretty expensive. Oh, yes: and I buy quite a lot of sweets.*

Tom: *Oh, I don't. I spend most of my pocket money on DVDs. I like the cinema, but I don't go very often. At the moment, I'm trying hard to save something every week. I've got about £45 in my savings account.*

Emma: *That's a lot. I've only got about £10 left in mine. I should save more, because I need a new mobile phone. What are you saving up for?*

Tom: *My next holiday. We're going to Spain for three weeks.*

Emma: *Oh, cool! You are lucky. I'd love to go to Spain ...*

Key: 1F, 2F, 3T

3.2. Reading

Zadaci iz oblasti Reading su zatvorenog tipa (alternativnog i višestrukog izbora):

- **Read the text and decide if the statements are True (T) or False (F).**
- **Read the text and circle or underline the correct answers: a, b or c.**

Za uvježbavanje oblasti *Reading*, učenici analiziraju informacije i poruke iz sadržaja teksta s ciljem povezivanja sa postavljenim pitanjima.

I Read the text and decide if the statements are True (T) or False (F).

G R E A T A U N T M A R Y

My great aunt Mary died a few years ago. My sister and I always liked to visit her because we had a good laugh together.

Mary loved going to the cinema. She knew the names of all the actors and she often saw the same film three or four times. When she was young, she wanted to be an actress but her parents said 'No'. After she left school, Mary worked in a book shop. She was a good shop assistant because she was helpful and she knew a lot about books.

One day, a young man came into the shop to buy a book by Agatha Christie. The young man's name was George. He was a policeman and his favourite stories were crime stories. George started to visit the book shop every week. Mary and George fell in love and married three years later.

Mary's hobby was collecting record players. The machines were old but they worked well. Mary had a large collection of records, too. She also loved buying clothes and she had ten big boxes full of clothes, hats and shoes. We liked to look in her boxes of clothes and find big hats and long dresses to wear. We played her records and danced to them for hours. Mary often told us the story of one of her favourite films. Then Mary, George, my sister and I acted the story for Mary's neighbours. I don't think we were very good but they always said we were fantastic!

- 1 Mary acted in films. _____
- 2 Mary's husband was a policeman. _____
- 3 Mary's hobby was not collecting record players. _____
- 4 Mary bought a lot of clothes. _____

Key: 1 F, 2 T, 3 F, 4 T

II Read the text and circle or underline the correct answers: a, b or c.

F U N F O R A L L

Covent Garden is one of the most popular parts of London. Tourist and Londoners, adults and kids—they all enjoy the great shops, restaurants and cafes, and, most of all, they love the street performers. At Covent Garden, you can see some of the best street performers in the world. There are jugglers, clowns, magicians, living statues, musicians—the list goes on and on!

Before they can perform there, performers have to pass a test (it doesn't cost anything). The shows are free, and performers don't go round and collect money—but most people throw money into the hat! The performers can keep all the money. Sometimes the audience is small but often there are big crowds, and there's a lot of money at the end of the show.

George is an acrobat. He learnt his skills at circus school and then joined a circus and went on tour round Britain. Now he performs at Covent Garden.

"You have to work hard to get an audience," he says. "You tell jokes, sing, dance—then when you have a good crowd you can start the show."

Chantelle plays the violin in an orchestra, but she prefers Covent Garden!

"The crowds are always great here," she says, "And the money's better than my orchestra job!"

1 Performers have to

- a) pay before they can perform.
- b) pass a test and pay.
- c) pass a test.

2 The people in the audience

- a) decide what to pay.
- b) don't pay anything.
- c) all pay the same.

3 George

- a) studies circus skills.
- b) is touring Britain.
- c) usually performs in London.

4 Chantelle plays at Covent Garden because

- a) she wants to.
- b) she hasn't got a job.
- c) her orchestra plays there.

Key: 1 C, 2 A, 3 C, 4 A

3.3. Vocabulary

Zadaci iz oblasti *Vocabulary* sadrže zatvorene tipove zadataka (alternativnog i višestrukog izbora):

- Read the sentences and circle the best word (A, B or C).
- Read and underline the correct words.
- Complete the sentences using the words from the box.

Za uvježbavanje oblasti *Vocabulary*, učenici analiziraju informacije i poruke iz sadržaja s ciljem donošenja odluke o upotrebi odgovarajuće riječi u kontekstu.

I Read the sentences. Circle the best word (A, B or C) for each gap.

Example: *He usually texts me when he gets _____ home.*

A back B to C at

1 They never get _____ early on Sunday mornings.

A down B up C off

2 What time does your plane take _____ ?

A off B up C over

Key: 1 B, 2A

II Read and underline the correct words.

Example: *I took the wrong train of / by mistake.*

1 I can hear someone **barking** / **coughing**.

2 The girl was wearing **flared** / **pointed** jeans.

Key: 1 barking, 2 flared

III Complete the sentences using the words from the box. There is an extra word.

leather five-star cotton through

Example: *We're staying in a five-star hotel.*

- 1 I usually wear a _____ T-shirt when it's hot.
- 2 The actor cut his hand badly when he fall _____ a glass door.

Key: 1 cotton, 2 through

IV Find and underline the odd one out.

Example:

pay phone mobile home phone text messages

- 1 hair murder theft kidnapping
- 2 alibi suspect clue evidence

Key: 1 hair 2 suspect

3.4. Grammar

Zadaci iz oblasti Grammar su otvorenog (dopunjavanje) i zatvorenog tipa (redanje reda riječi u rečenici):

- **Put the verbs in brackets in the correct tense.**
- **Put the words in the correct order to make the sentences.**

Za uvježbavanje vještine *Grammar*, učenici analiziraju informacije i poruke iz sadržaja s ciljem donošenja odluke o upotrebi odgovarajućeg glagolskog vremena. Također, učenici uvježbavaju red riječi u rečenici prema gramatičkim pravilima.

I Put the verbs in brackets in the correct tense.

Example: She ***has never been*** to Paris. (*never/be*)

- 1 I _____ to football match yesterday. (**go**)
- 2 If Tom _____ me, I'll go to the party. (**invite**)
- 3 They _____ in the kitchen when they heard the noise. (**sit**)

Key: 1 *went* 2 *invites* 3 *were sitting*

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

- 1 it / I'll / go / the / if / rains / Mary / to / with / cinema / , / . /

- 2 learning / you / Are / guitar / the / play / to / ? /

- 3 student / to / I / used / there / be / . /

Key: 1 *If it rains, I'll go to the cinema with Mary.*
2 *Are you learning to play the guitar?*
3 *I used to be student there.*

3.5. Communication

Zadaci iz oblasti *Communication* sadrže zadatke zatvorenog tipa (alternativnog i višestrukog izbora):

- **Complete the conversation with the words and expressions.**
- **Match.**
- **Complete the conversation using the words from the box.**
- **Choose and underline the correct words.**

Iz oblasti Communication učenici će uvježbavati jezičke strukture dopunjavajući različite komunikacijske modele.

I Complete the conversation with the words and expressions.

don't mind like what about that's okay

A: Do you like dancing, Chris?

B: Well, I ¹ _____ it, but I'm not very good at dancing. Sorry.

A: ² _____. What sort of music do you like?

B: Almost everything. I love pop music and jazz.

A: ³ _____ going to the pop concert in the park next Saturday.

B: That'd be really cool. Thanks. Why don't we have a pizza first?

A: Great idea.

Key: 1 don't mind 2 That's okay. 3 What about

II Read and underline the correct words.

Shopkeeper: Good morning. ⁰ Can / **Do** I help you?

William: Yes, I'd like two ¹ packets / **bottles** of crisps, please.

Caroline: ² **Why** / **What** don't we buy some chewing gum, too?

Shopkeeper: How ³ **much** / **many** packets would you like?

Caroline: I'd like two, please.

Key: 1 packets 2 why 3 many

III Match the problems with the correct advice.

- 1 I get thirsty when I'm cycling. _____
 2 My skin feels dry. _____
 3 I can't sleep at night. _____

- a) You should take water with you.
 b) You shouldn't drink coffee.
 c) You should use a different soap.

Key: 1 a) 2 c) 3 b)

IV Complete the conversation between a sales assistant and a customer in a clothes shop. Choose the correct word or phrase (A, B or C) for each gap.

Assistant: ⁰ C I help you?

Customer: Yes. I'm looking ¹ ___ a brown jacket in size 12.

Assistant: We've got leather and corduroy jackets over here.

Customer: I'd ² ___ corduroy. Oh, yes, these are great. I like this style.

Assistant: Yes, that ³ ___ you.

- | | | |
|-------------------|-----------|--------------|
| 0 A Will | B Do | <u>C</u> Can |
| 1 A at | B for | C on |
| 2 A prefer | B want | C rather |
| 3 A suits | B matches | C goes with |

Key: 1 B 2 A 3 A

4. PRIMJER URAĐENOG TESTA

LISTENING

I Listen to three phone messages and underline the correct answer to complete the sentences.

Example:

Message 1

The first message is for Sue / Steve / Brown / Dad.

Message 1

1 The jazz concert starts at *Thursday* / *Saturday* / *Tuesday* / *Wednesday*.

Message 2

2 Sue Brown wants to see Mr Clark, the *engineer* / *director* / *manager* / *assistant*.

Message 3

3 Sue is going to see her parents at *5:30* / *6:30* / *7:30* / *7:00*.

(3 x 0.50 = ____ / 1.50 points)

Tapescript:

1

Hi, Steve. It's Sue. Just wanted to let you know I've got our three tickets for the jazz concert on Tuesday. The tickets are £16 each. The concert starts at half past seven, so I'll meet you and John at seven o'clock outside the theatre. Okay? Bye for now

2

Good morning. It's Sue Brown here. I'd like to make an appointment to see the manager, Mr Clark, please. It's about my trip to China next month. He asked me to see him before I go. Any time either Thursday or Friday morning this week would be good for me, but I'm not free in the afternoons. My number is 01323 695 711. That's 01323 695 711. And it's Sue Brown. Thanks very much.

3

Hello, Dad. It's Sue. Just phoning to wish you a very happy birthday. I'll see you and mum this evening. I'll come round at about half past six then I can see all your cards and presents. I've booked a table for us at your favourite French restaurant for half past seven. See you later. Enjoy your day.

READING

II Read the text and decide if the statements are True (T) or False (F).

TRANSPORTATION

ROADS

Vehicles in Britain and Ireland travel on the left of the road, so the steering wheel is on the right. Why is this? When people travelled on horses, everybody travelled on the left, so your right arm was free to use a sword. You normally get on and off a horse on the left side, too, so your left side had to be close to the side of the road. However, in the 18th century farmers in France started to use carts with teams of horses. The driver sat on the left-hand horse so that his right hand was free to control the other horses. He needed to travel on the right so that he was in the middle of the road and could make sure that he didn't hit other carts. Slowly most countries changed to the right, but several European countries, including Portugal, Italy, Hungary and (former) Czechoslovakia still travelled on the left until 1920s and 1930s.

The most important roads in Britain are the motorways. In some countries you have to pay a toll to use the motorways, but in Britain and Ireland most of them are free.

RAILWAYS

Britain has got the oldest railway system in the world. It began in the 1840s. The main railways connect London to the other cities in Britain. Like many large cities, London hasn't got a central station. This is because different companies built the railways, and they all had their own station in London. Victoria and Waterloo, for example, are the stations for trains to the south. If you want to go to the west, however, you have to go from Paddington. Today, Britain hasn't got a national railway company. Instead, over 20 private companies run the trains.

You can also take a train from London through the Channel Tunnel to Paris and Brussels on a Eurostar train. These trains go from the Eurostar terminal in St Pancras.

AIRPORTS

There are several big airports in Britain. London has got five airports. Heathrow is the biggest. It's the busiest airport in Europe. A plane takes off or lands there every 75 seconds.

- 1 All European countries changed to the right in the 18th century. **F**
- 2 Britain's oldest railway system was introduced in the 1840s. **T**
- 3 There is a train from London through the Channel Tunnel to Paris. **T**
- 4 London has got two airports. **F**

(4 x 0.50 = ____ / 2 points)

VOCABULARY I

III Read and underline the correct answer.

Example: *The lecture was so bored / boring I nearly fell asleep.*

- 1 I'm sorry but I don't find her jokes at all amusing / *amused*.
- 2 He's got some really *annoyed* / annoying habits!

(2x 0.50 = ____ / 1 point)

VOCABULARY II

IV Complete the text with the words from the box. There is one extra word.

recipe ingredients <u>today</u> make

Example: *What are we going to do today?*

- 1 Let's make some cakes.
- 2 There is a good recipe in this magazine.

(2x 0.50 = ____ / 1 point)

GRAMMAR I

V Put the verbs in brackets in the correct tense.

Example: *I was reading while she was making dinner. (read)*

- 1 Tony bought a new shirt last Monday. (buy)
- 2 If we don't control global warming, the ice caps will melt. (not / control)
- 3 I have already seen this film twice. (already / see)

(3 x 0.50 = ____ / 1.50 points)

GRAMMAR II

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

Example: pancakes / have / made / never / I / . /

I have never made pancakes.

1 more / were / the / school / There / at / boys / girls / than / . /

There were more boys than girls at the school.

2 this / me / Let / programme / watch / ! /

Let me watch this programme!

3 to / never / lose / It / money / pleasant / is / . /

It is never pleasant to lose money.

(3 x 0.50 = ____ / 1.50 points)

COMMUNICATION

VII Complete the interview. Choose the correct word or phrase (A, B or C) for each gap.

Interviewer: Right, Sam. ⁰ C you're interested in ¹ ___ a talk at our next meeting, are you?

Sam: ² ___. I'd like to tell the group something ³ ___ energy in our homes.

Interviewer: That sounds interesting.

0 A Then

B Okay

C So

1 A giving

B having

C making

2 A I agree

B That's right

C So do I.

3 A by saving

B how to save

C about saving

(3 x 0.50 = ____ / 1.50 points)

TOTAL: 10 POINTS

5. UPUTSTVA ZA TESTIRANJE

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

- Na ispitu, koji traje 90 minuta, dozvoljena je upotreba grafitnih olovaka i gumica tokom rješavanja testa.
- Konačna verzija urađenog testa koji se predaje, mora biti napisana (neizbrisivom) hemijskom olovkom, crne ili plave boje.

Vrednovanje zadataka:

- Ukupan broj bodova finalnog testa je 10 bodova.
- Zadaci se boduju sa 0,50 ili 1 bod.

Nije dozvoljeno:

- nepridržavanje uputa datih od strane dežurnog nastavnika,
- lažno predstavljanje,
- ometanje drugih učenika,
- prepisivanje,
- osvrtnje, razgovaranje, odnosno sporazumijevanje,
- upotreba mobilnih telefona i drugih elektronskih uređaja, i
- upotreba rječnika.

Zadatak će se vrednovati sa 0 bodova ako je:

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

6. LITERATURA

Nastavni planovi i programi:

- Nastavni plan i program devetogodišnje osnovne škole Federacije Bosne i Hercegovine
- Nastavni plan i program devetogodišnje osnovne škole Kantona Sarajevo

Vodiči za eksternu maturu:

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<https://www.usingenglish.com/comprehension/30.html>

http://www.examenglish.com/PET/pet_test2_reading3.htm

www.agendaweb.org/reading-exercises

[www.british council english learning.com](http://www.britishcouncil.org/learning)