
Državna matura iz engleskog jezika

- 1. Uvod**
- 2. Viša razina**
 - Čitanje
 - Pisanje
 - Slušanje
- 3. Osnovna razina**
 - Čitanje
 - Pisanje
 - Slušanje
- 4. Odgovori**
 - Viša razina
 - Osnovna razina
- 5. Tekstovi za slušanje**
 - Viša razina
 - Osnovna razina
- 6. English in Mind - Primjeri zadataka na državnoj maturi**
 - Viša razina
 - Osnovna razina
- 7. Ostale publikacije i materijali na internetu uz seriju English in Mind**

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Alma Milat

Nastavni materijali English in Mind i državna matura iz engleskog jezika

Nastavni materijali English in Mind autora Herberta Puchte i Jeffa Stranksa posebno su prikladni za pripremu učenika za državnu maturu iz engleskog jezika iz više razloga. Prije svega, radi se o usklađenosti s kompetencijama iz *Zajedničkog europskog referentnog okvira za jezike (ZERO)*, koje nisu samo formalne, već se mogu provjeriti na praktičnim primjerima u odnosu na sve četiri jezične vještine putem Portfolija za učenike (http://www.cambridge.org/elt/englishinmind/teacher_resources/portfolio%20builders.htm). Portfolio pomaže učenicima pratiti napredak u učenju u odnosu na obrazovne ishode navedene u Ispitnom katalogu za državnu maturu iz engleskog jezika. u škol. god. 2009./2010.

Tipovi zadataka, jezične strukture, teme i jezične funkcije u potpunosti odgovaraju onima koje se očekuju na osnovnoj i višoj razini ispita. Korelacije s obrazovnim ishodima u odnosu na pojedine dijelove ovih bogatih materijala navedene su u obliku praktičnih primjera iz serije koje nastavnici mogu koristiti za one zadatke, znanja i vještine koji su najbitniji za uspješno polaganje državne mature iz engleskog jezika (http://www.cambridge.org/elt/englishinmind/teacher_resources/KET_PET_correlations.htm).

Nastavnici, međutim, svakako znaju da je priprema učenika za polaganje državne mature proces koji se ne može postići samo uvježbavanjem brojnih zadataka iz serije i ovog materijala, već da treba slijediti postupnost i provoditi inicijalno, formativno i sumativno vrednovanje kako bi se ustanovilo na kojim kompetencijama treba najviše raditi.

Upravo serija English in Mind omogućuje takvu postupnost i vrednovanje budući da se radi o strukturiranim i bogatim materijalima (popis riječi s prijevodom na hrvatski, testovi za jezične zakonitosti i vokabular, inicijalni i sumativni testovi za svaki modul, samoprocjena putem portfolija: http://www.cambridge.org/elt/englishinmind/teacher_resources/modulesmidmodules.asp).

Na tržištu danas postoje mnoge publikacije za pripremu učenika za ovakvu vrstu testa visokog rizika koji dodatno zbunjuju učenike i nastavnike jer je vrlo teško uložiti dodatno vrijeme za planiranje i rad s dodatnim materijalima u odnosu na svakodnevno provođenje kurikuluma i rad s postojećim udžbenikom u razredu. Prednost ove serije je upravo u tome da su svi nastavni materijali usklađeni i s osnovnim udžbenikom i s radnom bilježnicom i s državnom maturom pa stoga omogućuju nastavnicima i učenicima lakše praćenje napretka prema obrazovnim ishodima koji se traže na državnoj maturi.

Napominjemo da je rad na strategijama učenja i postupcima pri rješavanju zadataka za državnu maturu mnogo lakši uz savjete i napomene koji se nalaze u ovoj seriji (posebno u radnoj bilježnici), a da državna matura ne mora biti samo All work and no play jer zanimljivi sadržaji i interaktivni materijali koji postoje u seriji (CD-ROM uz radnu bilježnicu, DVD, priručnik sa zanimljivim aktivnostima, internetske poveznice i tekstovi za učenike http://www.cambridge.org/elt/englishinmind/student_resources/default.htm) omogućuju da učenje bude zabavno i primjereno uzrastu.

Specifičnost hrvatske državne mature u odnosu na međunarodne ispite u svijetu je upravo u prilagodbi tema srednjoškolskom uzrastu, a serija English in Mind je rezultat višegodišnjeg stručnog rada i traženja najuspješnijeg pristupa tinejdžerima. Budući da državnu maturu polaže generacija koja je odrasla uz nove tehnologije (digital natives), ističemo važnost motiviranja učenika za korištenje interaktivnih materijala u seriji English in Mind koji će olakšati rad u razredu, učiniti učenje lakšim i zabavnijim i izvrsno nadopuniti zajednički rad na zadacima u razredu.

U želji da vam još više pomognemo u pripremi za državnu maturu pripremili smo ove dodatne zadatke i napomene gdje u seriji English in Mind možete pronaći još zadataka te savjete za njihovo rješavanje.

Viša razina

ČITANJE

Državna matura
iz engleskog jezika

Zadatak 1

Postupci i savjeti za rješavanje zadataka povezivanja:

- brzim čitanjem upoznaj se sa sadržajem (skimming)
- kad pročitaš pitanje, čitaj tekst dok ne dođeš do onog dijela koji odgovara pitanju (scanning) i kad misliš da si ga pronašao zaustavi se kako bi provjerio ima li riječ ili izraz za koji smatraš da sadrži odgovor isto značenje kao u pitanju
- praktično je podcrtati dijelove teksta u kojima pronađeš informacije u vezi s pitanjima kako bi na kraju lakše izvršio provjeru (podcrtavanje u tekstu je dopušteno na državnoj maturi)

Task 1

Questions 1-12

You are going to read a magazine article about child prodigies. For questions 1–12 choose from the child prodigies (A-F). The child prodigies may be chosen more than once. There is an example at the beginning. (0)

Which prodigy/ies...

- 0 was exhibited on two continents?
- 1 had an imaginary teacher?
- 2 came from a musical family?
- 3 was given a nickname?
- 4 was exceptional at both maths and humanities?

- 5 lost his skills when older?
- 6 was separated from one of his parents for some time?
- 7 finished university before he was a teenager?
- 8 was not always recognised for his talent?

- 9 surprisingly made no money from his talent?
- 10 performed for royalty?
- 11 performed on the instrument made by his/her parent?
- 12 started to speak before he could sit down?

	A	B	C	D	E	F
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A	B	C	D	E	F
5	<input type="checkbox"/>					
6	<input type="checkbox"/>					
7	<input type="checkbox"/>					
8	<input type="checkbox"/>					

	A	B	C	D	E	F
9	<input type="checkbox"/>					
10	<input type="checkbox"/>					
11	<input type="checkbox"/>					
12	<input type="checkbox"/>					

A It was shortly before his sixth birthday that Zerah Colburn (1804-40) first displayed his remarkable powers of calculation. Born in Vermont, the young genius created such a sensation that he was exhibited throughout the United States before being brought over to England in 1812. There he was bombarded with questions from experts. He was asked how many times a 12ft (3.6m) coach wheel would turn round in 256 miles (412 km). Within two seconds, he had given the correct answer of 112,640. As he grew older, his powers dwindled, and by the time he was a man they had disappeared altogether.

B English composer William Crotch (1775-1847), the son of a humble Norwich carpenter, was able to play the national anthem on a home-made organ at the age of two years and three months. In 1778, before he was even three, he gave his first public organ recital in his home town and the following year progressed to giving daily organ recitals in London. His accomplishments at such a youthful age led to his being called 'the English Mozart'.

C Andragone DeMello, born in 1077, became the youngest person to graduate from an American university when, at the age of eleven, he gained a degree in mathematics from the University of California. At seven weeks old, he had uttered his first word – 'hello'; at two and a half he was playing chess; at three he successfully calculated the volume of his bath water; and at four he was studying Greek, physics and philosophy.

D Ukrainian Seriozha Grishin could talk at four months, walk at eight months and read and play the piano when just over one year old. But his extraordinary talents did not impress teachers and he was made an outcast at school. His mother was so upset she took him away from school and gave him private tuition. The authorities reacted by committing her to a hospital for refusing to let her son attend school. When further evidence came to light, she was released, and in 1987, 12-year-old Seriozha was allowed to sit an entrance exam for Moscow University. Upon passing, he was immediately accepted into the Faculty of Physics, alongside students ten years his senior.

E Born in 1982, Anthony McQuonwe of Weybridge, Surrey, could speak Latin and quote Shakespeare at the age of two. He could also identify and repeat the trademark symbols of 200 different types of motor car and was even known to correct his father's grammar. He told journalists that all the time information was passed to him by an invisible grown-up friend called Adam.

F At only three, Wolfgang Amadeus Mozart (1756-91) had taught himself to pick out the chords on the keyboard of a harpsichord. At five, he started to compose his own music, while his father, an adequate violinist, desperately struggled to write down the score for him. At six, young Mozart performed before the Emperor in Vienna. His first compositions were published at seven, by which time he had taught himself to play the violin. At eight, he wrote two symphonies. Yet after such an incredible childhood, he died in poverty at just 35.

Zadatak 2

Postupci i savjeti za rješavanje zadataka višestrukog izbora:

- pročitaj tekst brzo (skimming) kako bi ustanovio o čemu govori (ignoriraj nepoznate riječi)
- pročitaj pažljivo sva pitanja i ponuđene odgovore
- polagano i pažljivo pročitaj tekst trudeći se da što više razumiješ, uključujući i poruke koje se nalaze 'između redova' (close reading), a značenje nepoznatih riječi pokušaj pretpostaviti
- pročitaj pitanje, pronađi dio teksta koji o tome govori (scanning) i u njemu odgovor na pitanje
- pročitaj četiri ponuđena odgovora i odaberi onaj koji na pitanje odgovara jednako kao i tekst (ne traži iste riječi nego ista značenja)
- ponovo pročitaj taj dio teksta i uvjeri se da su ostala tri ponuđena odgovora netočna ili samo djelomično točna

Task 2

Questions 14-19

You are going to read a text about weddings. For questions 13-18, choose the answer (A, B, C or D) which you think fits best according to the text.

L.A. Weddings

Weddings are a very big deal in L.A. All that surgery, all that dieting, the image counselling, the dating agency fees, the endless trips to the hair salon – they've all finally paid off. You've found your mate. In Hollywood it may well not be your mate for life, but, for now anyway, everything is looking good, so why not celebrate in style? Or, at least, spend thousands of dollars on a lavish wedding?

You want rose petals strewn across the bed and flowers floating in a bathtub? How about a ballroom sunk into your lawn, covered in acres of silk? Or a song sung by a famous artiste as you walk down the aisle? All this and much more can be yours. Simply call the wedding coordinators, express your heart-felt desires, write a formidable cheque and it will be done.

Collin Cowie, one of Hollywood's most exclusive coordinators, explains how it all adds up: 'It's hair, make-up, gown, clothing, food, press, security, waiters, thank-you notes, invitations, service, flowers, honeymoon arrangements – you go through the chequebooks very quickly.'

If this is all too much, head for Vegas where you can get married at the booth without even stepping out of the car. And it will only cost you \$30. Or dress up as Ivanhoe and Gwinevere (the medieval look is very big at the moment) and get married at the Divine Madness Fantasy Wedding Chapel. There's everything you've always dreamed of without disturbing the bank balance – even Elvis lookalikes singing 'Love me Tender' as you walk to the altar.

Charlotte Richards, who runs the Little White Wedding Chapel, once processed 224 weddings in one 24-hour period, but then it was Valentine's Day in Vegas. Some individuals make a hobby out of getting married. Scotty, 88, has just embarked on his 29th marriage! Yet many are still optimistic, and the notion of a successful marriage, a lasting relationship, is held dear.

13. The writer suggests that before people marry in Hollywood, they may

- A get into debt.
- B develop health problems.
- C go to a lot of trouble to find a partner.
- D not go out much.

- A
- B
- C
- D

14. According to the text, people in Hollywood choose weddings that are

- A traditional.
- B extravagant.
- C stylish.
- D last-minute.

- A
- B
- C
- D

15. According to the text, Vegas weddings tend to be

- A costly.
- B unique.
- C traditional.
- D quick and easy.

- A
- B
- C
- D

16. The style of wedding you see in Vegas often reflects what

- A is in fashion
- B day it is.
- C your hobbies are.
- D the church or chapel expects.

- A
- B
- C
- D

17. 'this' in line 12 of the fourth paragraph refers to

- A the coordinator's suggestions.
- B what has to be arranged.
- C what such weddings cost.
- D the coordinator's fee.

- A
- B
- C
- D

18. The 'it' in line 13 of the fourth paragraph refers to

- A getting married.
- B the trip to Vegas.
- C the car.
- D the booth.

- A
- B
- C
- D

Zadatak 3

Postupci i savjeti za rješavanje zadataka nadopunjavanja teksta rečenicama:

- brzim čitanjem upoznaj se sa sadržajem (skimming)
- pročitaj rečenice za nadopunjavanje
- kada si uočio ključne riječi u rečenici za nadopunjavanje, pronadi dio teksta koji govori o istoj temi (scanning)
- razmisli o tome na što se odnose članovi, zamjenice, veznici ili vremenski izrazi u rečenici
- pažljivo pročitaj rečenicu ispred i iza praznine i pretpostavi smisao rečenice koja nedostaje te izaberi onu koja mu je najsličnija
- pročitaj cijeli tekst na kraju kako bi se uvjerio da umetnute rečenice upotpunjuju njegov logički slijed

Task 3

Questions 20-24

Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (19-24). There are two extra sentences which you do not need to use.

CHILD LABOUR – A BLESSING OR A CURSE?

When does childhood fun become an abuse of human rights?

Ten-year-old Lita Matundan sells flowers to motorists stuck at traffic lights. ‘We are poor, so if I do not work we will not eat,’ says Lita, who has six siblings. She was a victim of polio during her infant years and has never seen an inside of a classroom. **0**

Gerry Gueverra is another ‘early learner’ in the labour market. **19** He then goes to school at 10 am and after that returns to the market till 8 pm. ‘I dream of having my own restaurant or food chain one day,’ he says.

20 He mans the family market stall both before school and after classes have finished for the day, when he should be doing his homework. ‘I have no choice but to work so the family can eat,’ says Ronald, who has five older brothers and sisters.

Many of these children work under ‘exploitative conditions’, but they go on working because of ‘inadequate survival resources’ within their families: parents are so poor the children have to work. **21**

There are other reasons which force the children to work, such as natural disaster or the geographical location of the home, or the simple fact that education is too expensive. **22**

Meanwhile, in another part of the world, Tejan, aged 9, who sings for money on commuter trains and picks rags off rubbish dumps, is taking part in a rally and shouting slogans demanding that youngsters like her be given the right to work. **23** ‘If I’m not working, how can I survive?’ ran one of her slogans. ‘End poverty, provide employment for our parents, do something in the villages so we don’t have to run to the cities. **24** ,’ said Deepak Shukla, 15, another street child who helped organise the rally. The organisers said that unless basic needs such as food, shelter and clothing were fulfilled, children should not be denied the right to work.

- A** If they do not, there will be no food on the table.
- B** But don't stop us from working
- C** He wakes at 4 am to take goods to the market.
- D** She was one of 200 children who took part in the rally.
- E** Ronald Acudo, aged 12, works longer days than most adults.
- F** This work is hard, dirty and dangerous.
- G** Employers also like to hire children, seeing them as easy to manage and unlikely to complain.
- H** For some of these children, horrible difficulties are an everyday fact of life.
- I** Her parents have no money for her education and her father cannot work because he's sick.

	A	B	C	D	E	F	G	H	I
0	<input type="checkbox"/>	<input checked="" type="checkbox"/>							
19	<input type="checkbox"/>								
20	<input type="checkbox"/>								
21	<input type="checkbox"/>								
22	<input type="checkbox"/>								
23	<input type="checkbox"/>								
24	<input type="checkbox"/>								

Zadatak 4

Postupci i savjeti za rješavanje zadataka nadopunjavanja riječima s višestrukim izborom:

- pročitaj pažljivo tekst
- razmisli o značenju koje bi trebala imati riječ koja nedostaje
- promotri riječ ispred i iza praznine i pokušaj pronaći razloge zašto 3 od 4 ponuđene riječi ne mogu biti na tom mjestu u rečenici (često ćeš morati razmisliti o jezičnim zakonitostima kojima te riječi podliježu i kombinacijama riječi)
- pokušaj eliminirati 3 riječi prije nego odlučiš koja je točan odgovor
- pročitaj cijeli tekst kako bi provjerio smislenost

Task 4

Questions 25-32

For questions 25- 32 read the text below and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0).

ELECTRONIC HOPE OFFERED TO SHY STUDENTS

Students who are **0 C** shy to answer questions in class will have their embarrassment ended by a new electronic system which **25**..... them to give answers to tutors in private. The Hong Kong University of Science and Technology will be the first tertiary institution in the world to **26** the Personal Response System across the whole campus.

The electronic tool, like a remote control, enables all students to **27** electronically and in private to questions asked in class by their instructors. Students will get a pocket-size transmitter and their instructor a receiver. During a lecture the instructor may stop from time to time to assess the students' **28** of the content by asking a question. The student can tap the answer into the personalised wireless transmitter and the answers are **29** sent to the instructor's receiver.

Professor Nelson Cue, who demonstrated how to use the **30** yesterday, said: 'Allowing students to respond privately and at ease removes the threat associated with speaking publicly in lectures. Students do not have to risk a loss of face when they give the wrong answer. They **31** do not have to compete for the attention of the instructor. What's more, the most important part of learning often takes **32** while mistakes are being discussed.'

- | | | | | |
|-----|---------------|-----------------|---------------|--------------|
| 0. | A very | B much | C too | D so |
| 25. | A lets | B makes | C allows | D tells |
| 26. | A start | B adopt | C play | D work |
| 27. | A answer | B react | C speak | D respond |
| 28. | A ability | B understanding | C quality | D knowledge |
| 29. | A eventually | B next | C immediately | D accurately |
| 30. | A instruments | B machine | C panel | D device |
| 31. | A only | B too | C all | D also |
| 32. | A part | B place | C hold | D time |

	A	B	C	D
0	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D
29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zadatak 5

Postupci i savjeti za rješavanje zadataka nadopunjavanja riječima:

- pročitaj pažljivo tekst kako bi ga razumio što detaljnije
- pokušaj odrediti koja vrsta riječi je ona koja nedostaje (glagol, prijedlog, veznik, itd.), tako što ćeš pažljivo promotriti ono što se nalazi ispred i iza praznine
- pokušaj se sjetiti te vrste riječi koja značenjem odgovara kontekstu rečenice i cijelog teksta
- na kraju pročitaj cijeli tekst s umetnutim riječima kako bi provjerio smislenost

Task 5

Questions 33-40

For questions 33-40, read the text below and think of a word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

For 70 years, Hollywood, 'The Dream Factory', 'the entertainment capital of the world', has manufactured and marketed a consumer product: the **0** of 'going to the movies' rather seeing any particular film. In going to the movies, people consume time by renting seats in the cinema for an **33** or two. What we are really buying is perhaps something different, something already our own. They steal our dreams, and then sell them back to us for entertainment.

The buying and selling of time is the central activity of the leisure industry. This is what differentiates modern popular culture **34** the folk culture which preceded it, and from which it borrowed most of its forms. Football, for **35**, developed in the 19th century into its various modern forms out of local traditional games, but by 1900 it had become a professional **36** The players earned their living by the game, and their spectators **37** for the pleasure of watching. Throughout the present century, adults have criticised their **38** for preferring to buy the products of popular culture **39** than 'make their own entertainment'. This offers a clear distinction **40** folk culture and popular culture: folk culture is something you make, popular culture is something you buy.

- 0 experience
33 _____
34 _____
35 _____
36 _____
37 _____
38 _____
39 _____
40 _____

1 bod (popunjavanje ocjenjivač)	
0	<input type="checkbox"/>
33	<input type="checkbox"/>
34	<input type="checkbox"/>
35	<input type="checkbox"/>
36	<input type="checkbox"/>
37	<input type="checkbox"/>
38	<input type="checkbox"/>
39	<input type="checkbox"/>
40	<input type="checkbox"/>

Viša razina

PISANJE

Državna matura
iz engleskog jezika

Zadatak 1

Postupci i savjeti za rješavanje zadatka

- osim obrade tekstova u udžbeniku English in Mind, u pripremi za pisanje pomoći će vam čitanje tekstova na internetskim stranicama koje se preporučuju u dodatnim materijalima za učenike
http://www.cambridge.org/elt/englishinmind/student_resources/level5.htm i Cambridge English Readers, razine 4, 5 i 6 <http://www.cambridge.org/elt/readers/default.asp> (što ste više obavješteni o temi, to je lakše o njoj pisati)
- planirajte uradak u pisanom obliku (glavne ideje, struktura, nacrt) i obavezno odvojite vrijeme na kraju za pregled uratka
- neka svaki ulomak ima jednu glavnu ideju, izraženu u tematskoj rečenici na početku ulomka (npr. There are many advantages of studying abroad.)
- a tekst ulomka neka bude razrada te ideje koju ćete podržati primjerima, razlozima i argumentima
- nepristrano iznosite argumente za i protiv u dva ili više zasebnih ulomaka (ovisno o tome koliko imate glavnih ideja), a tek u posljednjem ulomku izrazite svoje mišljenje i obrazložite ga
- možete navesti izvore za argumente ako ih poznajete (npr. stajalište nekog poznatog stručnjaka, navod iz medija ili literature)
- neka svaka rečenica bude logički povezana s prethodnom i onom koja slijedi, logička povezanost treba postojati i između ulomaka i unutar rečenice
- logičku povezanost izrazite veznicima (linking devices), zamjenicama i različitim vrstama zavisnih rečenica (obavezno ih učite, pišite primjere i uočavajte u pisanim tekstovima)
- pokušajte izbjeći ponavljanja uporabom alternativnih riječi (npr. benefits i advantages; abroad i overseas)
- preporuča se uporaba složenih rečenica, ali budite jasni
- pišite standardnim formalnim jezikom
- obratite pažnju na jezičnu točnost (pravopis, jezične zakonitosti, poredak riječi, interpunkcija)
- posebno pazite na zadani broj riječi i prebrojite riječi prije prijepisa teksta na list za odgovore

Task 6

Question 41

Write an essay of 200-250 words.

Your essay must have an introduction, body and conclusion.

Discuss the advantages and disadvantages of studying abroad.

Present both of these views and give your own opinion.

This is what your essay should be like:

It is believed by some people that studying abroad is better than getting a university degree in one's own country. However, studying abroad has both advantages and disadvantages.

There are many advantages of studying abroad. One of them is that a student can learn or improve a foreign language as well as become familiar with another culture, which is an enriching and valuable experience. Another advantage is that while living away from their parents and taking complete responsibility for their actions, young people become really mature and independent. On top of that, spending time in a foreign country and socializing with different people is a great opportunity to become aware of employment possibilities in case you want to live abroad permanently.

Studying abroad has its disadvantages, too. One disadvantage is being away from your family and friends. Some people are not easily adjustable and they might realize that fitting in and finding new friends is more than they can handle. In that case, they could feel disappointment and lose self-confidence. Moreover, a foreign degree does not necessarily mean better knowledge and skills, nor more favourable employment prospects, although it costs a lot of money and not everyone can afford it.

In conclusion, experiencing foreign cultures or educational systems in other countries can only be beneficial to our personal growth. As far as I am concerned, that kind of opportunity for first-hand learning should not be missed.

Viša razina

SLUŠANJE

Državna matura
iz engleskog jezika

Zadatak 1

Postupci i savjeti za rješavanje zadatka

- pažljivo pročitajte zadatke prije slušanja i pokušajte pretpostaviti osnovni sadržaj kratkih priča
- možete podcrtati ključne riječi u zadacima
- pri slušanju usredotočite se na glavnu poruku svake priče
- kad slušate nećete čuti iste riječi ili izraze iz zadatka nego druge načine izražavanja iste poruke
- ne brinite ako nemate sve odgovore nakon prvog slušanja jer ćete ponovno čuti snimku

Task 1

Questions 1-5

You will hear 5 people talking about their favourite teacher.

For each recording, choose from the list (from A to H) what each person says.

Write one letter next to the number of the recording. Do not use any letter more than once.

There are three letters which you do not need.

You will hear the recording twice.

- A** My favourite teacher trained me in skills which are useful for my job.
- B** My favourite teacher wouldn't let me miss any classes.
- C** My favourite teacher prevented me from making a mistake.
- D** My favourite teacher encouraged me to create something original.
- E** My favourite teacher helped me solve a personal problem.
- F** My favourite teacher allowed me to break a school rule.
- G** My favourite teacher believed lessons should be amusing.
- H** My favourite teacher always gave a lot of examples from real life.

	A	B	C	D	E	F	G	H
1	<input type="checkbox"/>							
2	<input type="checkbox"/>							
3	<input type="checkbox"/>							
4	<input type="checkbox"/>							
5	<input type="checkbox"/>							

Zadatak 2

Postupci i savjeti za rješavanje zadatka

- pažljivo pročitajte pitanja prije slušanja jer ćete tad lakše shvatiti o kakvim se situacijama i govornicima radi
- možete podcrtati ključne riječi u pitanjima koje će vam pomoći da izaberete najbolji od tri ponuđena odgovora
- zadaci se odnose na razumijevanje glavne misli ili specifične informacije u odnosu na svaku od osam situacija
- od vas se može tražiti da shvatite razlog, odnos, glavnu temu, mjesto, samu situaciju, stav, mišljenje govornika i slično

Task 2

Questions 6-13

You will hear people talking in eight situations. For each situation (6-13), choose the correct answer, A, B or C.

You will hear each recording twice.

<hr/> <p>6 On a train, you overhear a man talking on a mobile phone Why will he be late?</p> <p>A because of the bad weather B because of an unexpected meeting C because of his car breaking down</p> <hr/>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<hr/> <p>7 You overhear a woman in a café telling her friend about her holiday. What did she do?</p> <p>A She borrowed a video camera. B She hired a video camera. C She bought a video camera.</p> <hr/>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<hr/> <p>8 You hear a radio programme about dealing with stress. What is the woman advising people to do?</p> <p>A try an unfamiliar activity B do an energetic activity C find an interesting activity</p> <hr/>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<hr/> <p>9 You overhear two friends talking about a job interview. How did the young man feel about the question he was asked?</p> <p>A embarrassed that he didn't have any hobbies B annoyed at being asked a personal information C surprised by the way the question was phrased</p> <hr/>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>

10 You hear a woman about an experience she had when travelling. What happened?

- A** She missed a ferry she intended to catch.
- B** She was given wrong information about ferries.
- C** All ferries were cancelled that day.

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>

11 You hear a man talking on the radio about a film. Which aspect of the film did he find confusing?

- A** The speed of the dialogue
- B** The development of the plot
- C** The number of characters

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>

12 You overhear three young people, Jane Susan and Nick, planning a party. What is Jane's responsibility?

- A** Decorations
- B** Food and drink
- C** Invitations

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>

13 You hear a woman talking about living on her own. What does she say about it?

- A** It's not the first time she has lived alone.
 - B** It gives her plenty of time for housework.
 - C** She prefers sharing with other people.
-

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>

Osnovna razina

ČITANJE

Državna matura
iz engleskog jezika

Zadatak 1

Postupci i savjeti za rješavanje zadatka

- pročitaj poruku i pokušaj njeno značenje sažeti u nekoliko riječi
- pročitaj ponuđene rečenice i izaberi onu koja najbolje sažima značenje poruke

Task 1

Questions 1-5

Read the messages (1-5). What is the main idea of each message? Choose from statements A-F. There is one letter that you don't need to use. There is an example at the beginning.

- 0** Why didn't you call yesterday? I spent the whole evening waiting for you instead of having fun with my friends.
- 1** We are going on holiday tomorrow after all. Unfortunately, you will have to go to the concert without me.
- 2** Jill's operation went really well. She is coming home tomorrow. We need someone to prepare dinner before we bring her from the hospital.
- 3** If we don't leave right now, we won't be there in time to see the wedding ceremony!
- 4** I'm watching movies with my friends at my place tonight. Would you like to come?
- 5** It's so boring here without you. I have nobody to have fun with. Come back soon!

- A** Join us.
- B** I am angry with you.
- C** I miss you.
- D** We must hurry up.
- E** Can you do the cooking?
- F** I'm sorry but I can't come.
- G** I'll be there.

0

	A	B	C	D	E	F	G
1	<input type="checkbox"/>						
2	<input type="checkbox"/>						
3	<input type="checkbox"/>						
4	<input type="checkbox"/>						
5	<input type="checkbox"/>						

Zadatak 2

Postupci i savjeti za rješavanje zadatka

- pažljivo pročitaj tekst
- pročitaj pitanje, pronadi dio teksta koji o tome govori i u njemu odgovor na pitanje
- pročitaj tri ponuđena odgovora i odaberi onaj koji odgovara značenju teksta (ne traži iste riječi nego ista značenja)
- ponovo pročitaj taj dio teksta i uvjeri se da su ostala dva ponuđena odgovora netočna ili samo djelomično točna

Task 2

Questions 6-10

You will read five short texts. For questions 6 - 10, choose the correct answer A, B or C.

<p>6 Last year, when Mia was on a wonderful Greek island, she met a handsome young man. Before she left, he took her address and they still write each other once a week. She'll go back there this summer unless her parents stop her. She'll have to get a job; it's not a cheap trip.</p>	<p>Mia will go back to Greece this summer</p> <p>A if she finds a job there. B if her parents allow her to go. C if she gets a letter.</p>	<p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p>
<p>7 Jane: 'This summer we are staying with my best friend and her generous family at their house by the sea. They're paying for us to have wind-surfing lessons! My brother is fitter than me, so I'm sure he'll find it easy. But I learn quickly! We'll see who's better in the end.'</p>	<p>After the wind-surfing lessons</p> <p>A Jane will be better at it than her brother. B Jane's brother will be a better surfer than Jane. C Jane and her brother might be equally good at wind-surfing.</p>	<p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p>
<p>8 I'm so excited – I just had to email you immediately. We're going to Australia for Christmas! I hope to see lots of kangaroos and koala bears. It'll be really hot as December is summer down there. We're staying for three weeks so I'll have to miss one week of school, but I don't mind! Love, Emma</p>	<p>Emma is excited about her trip to Australia mostly because</p> <p>A it will be hot B she will miss one week of school C she will see Australian animals</p>	<p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p>

9 When Jack was younger he wanted to be a doctor, but he's changed his mind and now he wants to be a lawyer because he can earn a lot of money! He seriously thinks it is a very interesting job and he may be able to work in another country if he joins an international company. Of course, he might not be good enough to pass all the exams but he hopes he'll succeed.

Jack wants to become a lawyer because

- A** he thinks he will not be bored.
- B** he isn't smart enough to be a doctor.
- C** he wants to travel abroad.

- A**
- B**
- C**

10 Life today is very stressful. If you go to school, you have the stress of exams and getting good grades. If you go to work, you have the stress of too much work, unpleasant colleagues or very long hours. Because of our way of life today, many people complain of feeling unwell. They feel tired all the time or they have headaches or backache.

Many people these days have health problems

- A** if they work.
- B** when they go to school.
- C** because of the modern lifestyle.

- A**
- B**
- C**

Zadatak 3

Postupci i savjeti za rješavanje zadatka

- pročitaj poruku i pokušaj njeno značenje sažeti u nekoliko riječi
- pročitaj ponudene rečenice i izaberi onu koja najbolje sažima značenje poruke

Task 3

Questions 11-15

Read about Guglielmo Marconi. For questions 11-15, complete the form with one word in each gap. There is an example at the beginning (0).

GUGLIELMO MARCONI – FATHER OF THE MODERN RADIO

It is impossible for us to imagine life without telephones, radios, televisions and computers. We use these forms of communication every day, but for our great-grandparents life was very different.

One of the greatest inventors who changed the way we communicate was Guglielmo Marconi. He was born in Bologna, Italy, on 25 April 1874, the second son of Giuseppe Marconi, an Italian country gentleman, and Annie Jameson, who was from Ireland. He had a private education in Bologna, Florence and Leghorn. In 1896 he went to England with his first invention, a system of wireless telegraphy, and in 1899 he introduced wireless communication between France and England across the English Channel. Then in 1900 he sent signals across the Atlantic between Poldhu, Cornwall, and St John's Newfoundland – a distance of 2,100 miles.

In 1905 he married his first wife, Beatrice O'Brien, daughter of the 14th Baron Inchiquin. They had one son and two daughters. In 1927 he remarried and had one more daughter.

Throughout his life he continued to invent and improve ways of communicating around the world and he received many international awards and prizes for his work. He died in Rome on 20 July, 1937 at the age of sixty-three.

- 0 First name: _____ Guglielmo _____
- 11 Place of birth: _____
- 12 Mother's nationality: _____
- 13 Profession: _____
- 14 Main interest: _____
- 15 Number of marriages: _____

1 bod (popunjavanje ocjenjivač)

11

12

13

14

15

Zadatak 4

Postupci i savjeti za rješavanje zadatka nadopunjavanja teksta dijelovima rečenica:

- brzim čitanjem upoznaj se sa sadržajem
- pročitaj dijelove rečenica za nadopunjavanje
- razmisli o tome na što se odnose članovi, zamjenice, veznici ili vremenski izrazi u rečenici
- pažljivo pročitaj dio rečenice ispred i iza praznine (posebno u odnosu na veznike, članove, vremenske izraze i slično) i pretpostavi smisao dijela rečenice koji nedostaje te izaberi ponuđeni dio rečenice koji mu je najbliži
- pročitaj cijeli tekst na kraju kako bi se uvjerio da umetnuti dijelovi rečenica upotpunjuju njegov logički slijed

Task 4

Questions 16-20

Read about a fitness instructor. For questions 16-20 choose from A-G to complete the sentences. There is one letter you do not need. There is an example at the beginning (0).

I am very lucky because I enjoy my work very much. I'm a fitness instructor at a gym near where I live. I teach six aerobics classes a week and **0_C_** to teach young people about health and nutrition. As they say, 'you are what you eat'.

To be honest, I worry about the diet that many people have today. So many people are overweight. And why? Because they eat the wrong foods and they don't do any exercise. When you work in an office or sit in a classroom all day, I know **16__** to keep fit, but you only need to do 20 minutes a day! It's also very important to have a balanced diet, starting with breakfast in the morning. It's not a good idea **17__** although many of us just have a cup of tea or coffee. Eat as much fresh food as possible – lots of fruit and vegetables – and try not to eat too much fried food. When you don't have much time, **18__**, but it certainly isn't very good for you!

One reason that **19__** is that they don't drink enough water. You need to drink two litres a day – and water means water, not tea, coffee or fizzy drinks.

Finally, keeping fit is fun. A lot of people think it's boring to **20__**. They want to enjoy their food. Well, of course you can enjoy your food. It's fine to have cakes and ice cream, but not every day!

- A** it's easy to get a take-away
- B** a lot of people feel less than 100% fit
- C** I also go to different schools in the area
- D** it is difficult to find time
- E** go jogging or cycling
- F** to miss breakfast
- G** it's difficult to exercise

	A	B	C	D	E	F	G
0	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Zadatak 5

Postupci i savjeti za rješavanje zadatka nadopunjavanja riječima s višestrukim izborom:

- pažljivo pročitaj tekst
- razmisli o značenju koje bi trebala imati riječ koja nedostaje
- promotri riječ ispred i iza praznine i pokušaj pronaći razloge zašto 2 od 3 ponudene riječi ne mogu biti na tom mjestu u rečenici
- pokušaj eliminirati 2 riječi prije nego odlučiš koja je točan odgovor
- pročitaj cijeli tekst kako bi provjerio smislenost
- posebnu pažnju obrati na moguće kombinacije riječi (kolokacije)

Task 5

Questions 21-25

Read the letter from Tom. For each gap (21-25), choose the correct answer, A, B or C. There is an example at the beginning (0).

Dear Jim,

I hope you're well and enjoying your holidays! I was looking **0** C to my holidays but now I'm not – everything has gone wrong. Honestly, my **21** ___ are impossible!!

First they said I could go away with Harry. We wanted to **22** ___ camping by the sea with some other friends. When my parents heard that we were going with girls, they said I wasn't **23** ___ to go!

Why??? What do they think we're going to do?! So then we changed our plans and **24** ___ to go to the mountains hiking for a week. Just me and Harry and our tent – but no, they didn't like that idea either. So now, here I am, alone at home with nothing to do. Are your parents the **25** ___ ?!

What are you going to do for the summer?

Tom

0 A into B backward C forward	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>
21 A parents B friends C pets	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>
22 A take B go C be	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>

23 A expected B ready C allowed	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>
24 A planned B decided C checked	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>
25 A same B other C better	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>

Zadatak 6

Postupci i savjeti za rješavanje zadatka

- pročitaj pažljivo tekst kako bi ga što detaljnije razumio
- pokušaj odrediti koja vrsta riječi je ona koja nedostaje (glagol, prijedlog, veznik, itd.), a pomoći će ti riječi koje se nalaze ispred i iza praznine
- pokušaj se sjetiti riječi koja značenjem odgovara kontekstu rečenice i cijelog teksta
- na kraju pročitaj cijeli tekst s umetnutim riječima kako bi provjerio smislenost

Task 6

Questions 26-30

Complete the text about Mary. For questions 26-30, write one word for each space. There is an example at the beginning (0).

Mary goes to a large school **0** in London. There are about 1,500 pupils in her school. At **26** _____ moment she is studying hard because she has some important exams at the end of the month. She loves learning French and Spanish **27** _____ she doesn't like Science. In fact, she hates **28** _____. She usually **29** _____ her homework when she gets home and then she watches television with her family or she goes on the computer. She doesn't have **30** _____ free time, but in general, she enjoys her life.

0 in _____

26 _____

27 _____

28 _____

29 _____

30 _____

1 bod (popunjava ocjenjivač)

0

26

27

28

29

30

Osnovna razina

PISANJE

Državna matura
iz engleskog jezika

Zadatak 7

Postupci i savjeti za rješavanje zadatka

- osim obrade tekstova u udžbeniku English in Mind, u pripremi za pisanje (i čitanje i slušanje na državnoj maturi) pomoći će vam čitanje tekstova na internetskim stranicama koje se preporučuju u dodatnim materijalima za učenike
- http://www.cambridge.org/elt/englishinmind/student_resources/level2.htm i čitanje Cambridge English Readers, razine 1, 2 i 3 <http://www.cambridge.org/elt/readers/default.asp>
- planirajte uradak u obliku natuknica i koncepta
- koristite standardne izraze za početak i kraj poruka, pisama, razglednica i slično
- (Hello, obavezno pozdravite na kraju i potpišite se)
- držite se navedenih pitanja i odgovorite na sva tri
- izražavajte se jednostavno, jasno i razumljivo
- možete koristiti svakodnevni engleski jezik, ali ipak izbjegavajte slang
- pravilno koristite interpunkciju (točka, zarez i sl.)
- na kraju više puta pregledajte uradak i provjerite jezičnu točnost (pravopis, jezične zakonitosti, poredak riječi)
- ne upuštajte se u previše složenu razradu tematskih odrednica
- radi se o kratkom uratku; ne pišite previše o onome što se nije tražilo u pitanjima
- posebno pazite na zadani broj riječi i prebrojite riječi prije prijepisa teksta na list za odgovore

Task 7

Question 31 (broj zadatka odnosi se na primjer ispita za državnu maturu)

This is part of a letter from your Irish friend, Mark. Read it and write Mark a reply. Answer all his questions. Write 40-60 words.

Could you give me some advice? I want to travel around Croatia for two weeks. Where should I go? What should I see? How should I travel around Croatia?

Mark

This is what your composition should be like:

Hello, Mark!

I'm really glad you are coming to Croatia on holiday. It's a beautiful country and you will not regret your decision. I think you should first visit Zagreb, our capital city. There are many beautiful sights to see and interesting people to meet. Then rent a car and travel along the coast to Dubrovnik. Send a postcard!

Tomislav

Osnovna razina

SLUŠANJE

Državna matura
iz engleskog jezika

Zadatak 1

Postupci i savjeti za rješavanje zadatka

- pri slušanju usredotočite se na osnovni smisao svakog teksta
- kad slušate nećete čuti iste riječi ili izraze iz zadatka nego druge načine izražavanja iste poruke
- ako ne razumijete neke riječi i izraze pokušajte ih shvatiti iz konteksta
- ne brinite ako nemate sve odgovore nakon prvog slušanja jer ćete ponovno čuti snimku
- kad slušate drugi put provjerite i/ili nadopunite odgovore

Task 1

Questions 1-5

You will hear five different extracts. How does each speaker feel?

Match the adjective (**A-F**) with each one (**1-5**). Write **one** letter next to the number.

There is one letter you do not need.

You will hear the recording twice.

A embarrassed

B pleased

C nervous

D sorry

E disappointed

F surprised

	A	B	C	D	E	F
1	<input type="checkbox"/>					
2	<input type="checkbox"/>					
3	<input type="checkbox"/>					
4	<input type="checkbox"/>					
5	<input type="checkbox"/>					

Zadatak 2

Postupci i savjeti za rješavanje zadatka

- pažljivo pročitajte uputu i pitanja prije slušanja jer ćete se tad lakše usredotočiti na traženje odgovora na postavljena pitanja (kada, što, gdje i sl.)
- možete podcrtati ključne riječi u pitanjima koje će vam pomoći da izaberete najbolji od tri ponuđena odgovora
- zadaci se odnose na razumijevanje bitnih informacija
- kad se pripremate za ovaj tip zadatka slušajte tekstove više puta i radite s tekstom za slušanje kako biste shvatili zašto je pojedini odgovor jedini točan

Task 4

Questions 16-20 (broj pitanja odnosi se na primjerak ispita za državnu maturu)

You will hear some information about a Waterside Shopping Centre. For each question (16-20), choose the correct answer, **A**, **B** or **C**. You will hear the information twice.

16 The shopping centre opened

- A** three weeks ago.
B two months ago.
C three years ago.

- A**
B
C

17 On Fridays shops are open from

- A** 9 to 9.
B 10 to 8.
C 10 to 9.

- A**
B
C

18 On the third level, you can

- A** get information.
B watch a film.
C find a bank.

- A**
B
C

19 Apart from shopping, what else can you do at Waterside?

- A** feed the ducks.
B go swimming.
C go sailing.

- A**
B
C

20 What does the speaker complain about?

- A** There was nowhere to put rubbish.
B The food in the café was disappointing.
C The service in the shop was slow.

- A**
B
C
-

Odgovori

Viša razina

ČITANJE

Zadatak 1: 0 A; 1 E; 2 F 3 B; 4 C; 5 A; 6 D; 7 C; 8 D; 9 F; 10 F; 11 B; 12 C

Zadatak 2: 13 c; 14 b; 15 d; 16 a, 17 b; 18 a

Zadatak 3: 0 I; 19 C; 20 E; 21 A; 22 G; 23 D; 24 B

Zadatak 4: 0 c; 25 c; 26 b; 27 d; 28 b; 29 c; 30 d; 31 d; 32 b

Zadatak 5: 0. experience; 33. hour; 34. from; 35. example/instance;
36. sport; 37 paid; 38.children; 39. rather; 40. between

SLUŠANJE

Zadatak 1: 1 F 2D 3A 4 B 5G

Zadatak 2: 6 B 7 A 8 C 9 C 10 A 11 B 12 C 13 A

Osnovna razina

ČITANJE

Zadatak 1: A 4, B 0, C 5, D 3, E 2, F 1

Zadatak 2: 6 b, 7 c, 8 c, 9 a, 10 c

Zadatak 3: 0 Guglielmo , 11 Bologna; 12 Irish; 13 inventor;
14 communication; 15 two

Zadatak 4: 0 C; 16 D; 17 F; 18 A; 19 B; 20 E

Zadatak 5: 0 c; 21 a; 22 b; 23 c; 24 b; 25 a

Zadatak 6: 0 in; 26 the; 27 but; 28 it; 29 does; 30 much

SLUŠANJE

Zadatak 1: 1 C; 2 D; 3 E; 4 F; 5 B

Zadatak 2: 16 A; 17 C; 18 B; 19 C; 20 A

Tekstovi za slušanje

Viša razina

ZADATAK 1

You will hear 5 people talking about their favourite teacher.
For each recording, choose from the list (from **A** to **H**) what each person says.
Write one letter next to the number of the recording. Do not use any letter more than once. There are three letters which you do not need. You will hear the recording twice.

Speaker 1

The school I went to was a very old-fashioned one so our teachers were quite strict and were always forbidding us to do things. I liked the Latin teacher best because she was incredibly enthusiastic about her subject and I always enjoyed her lessons and tried not to make too many mistakes. I remember there was a locked cupboard in the library and only teachers were ever supposed to read the books inside it. One day, I felt incredibly worldly-wise when the Latin teacher let me explore its contents.

Speaker 2

Today I make my living writing music, and when I was at school it was the only subject I was interested in. But because I was bad at other subjects the music teacher believed I was hopeless at that too and never encouraged me. He even wrote to my parents that I was 'a below average student'! Luckily, Mr Mamuča, the English teacher, who I liked better than the others, recognised my enthusiasm for music, although he knew little about the subject himself, and persuaded me to write my own musical compositions and play them in our drama classes. Those classes really gave me confidence.

Speaker 3

Mrs Jacob was my favourite teacher although I never had lessons from her at school. When my parents wouldn't allow me to apply for a place at drama school, she persuaded them to change their minds. She read through the more amusing scenes from *Romeo and Juliet* with me in her sitting room. It wasn't fun though. I had to give a short performance before I could be accepted at drama school. Mrs Jacob's standards were terribly high and however high I tried, she always said I could do it better! And when I 'm performing on stage today, I still make use of things I learnt from her.

Speaker 4

When I was younger I used to be a keen swimmer and once I was nearly chosen for a place in my country's Olympic team. My swimming coach, who was the teacher I liked more than any other, also happened to be my father! The difficult thing about having Dad as a coach was that I could never get out of a training session. Even when I broke a finger, he encouraged me into the pool with my hand in a plastic bag and made practise my leg movements! It was laughable really. Eventually I got bored with swimming but Dad was determined to make a champion out of me. He's still disappointed that I gave it up.

Speaker 5

My teachers probably hated having me in their class. I was always playing tricks on them and trying to get the other kids into trouble. A girl once burst into tears in an English class, saying I was ruining her education by being so noisy! And if I didn't like a teacher I just missed their lessons. But I always went to Miss Barton's classes because she didn't mind us having a laugh sometimes. In between the jokes, we got a lot of serious work done without realising it. Her method of teaching opened up the world of study for me and I'd definitely call her my favourite teacher.

ZADATAK 2

You will hear people talking in eight situations. For each situation (6-13), choose the correct answer, **A, B or C**. You will hear each piece twice.

One (pročitati i zadatak i tekst dva puta)

Did I say I'd be there by seven?...Well, there's been a change of plan. I'm on the train now, but I can't come straight to you because I've got to call in at the office and see someone about a company car.. I'm sorry, I know it'll make me late, but this evening's the only time he's available. I'll meet you at the restaurant... Yes, I know it's raining, but get a taxi there and go straight inside. Then you won't get wet.

Two

Man: So, did you enjoy the holiday, though?

Woman: Yes, it was fantastic. You'll have to come round one evening and watch the video Jeff made. It's really good.

Man: I didn't know you had a video camera.

Woman: No, well we've been planning to get one for years, but they're still really expensive and what with Jeff only working part-time, we just couldn't afford it. Then we thought of just renting one for the fortnight, but then in the end my neighbour said we could have hers, as she didn't need it for a while. It cost us quite a lot, actually, because she gave us an enormous shopping list of things she wanted from Spain and we couldn't charge her for them really, in the circumstances. But at least we got the camera.

Three

I had a very stressful job and it was very difficult to relax until I found something that completely involved me and where I could try hard to see an improvement. I had two small children, and no time for myself. I tried to read various self-help books but one day a friend suggested Latin American dance classes - I used to go to classes at university...Now I go as often as I can, and I love it. My dancing has got better – and I've got much fitter too. But it doesn't matter what you do – my friend goes to book-binding classes in the room next door!

Four

Mark: You know that interview I went for at the bank.

Annie: Yeah?

Mark: Well, they asked me what my hobbies were.

Annie: Oh, you're joking! But that's just so predictable. Whatever did you say?

Mark: Well, I told them. People don't call them hobbies anymore. I mean, listening to music's not a hobby unless you're crazy about one band or something, and playing football at the weekend, you know, that's more a way of life. No, I told them they should ask people about their interests.

Annie: Exactly. so, did you get the job?

Mark: No, I didn't actually.

Five

We had such a mess trying to get back from Ireland. We were on the west coast and we were supposed to come back from Rosslare, the port in the south. And when we got there they'd cancelled the ferry. Brilliant. And the next one wasn't going until something like 9 o'clock that night so they told us we should drive up to Dublin and get another ferry from there. There was one at 4 o'clock. So we raced up the coast and arrived just in time to see it disappearing out of the harbour.

Six

The problem with thrillers like this is that you spend most of the film wondering what's going on and if you miss a few lines of dialogue at the beginning you'll probably never catch up. It's only right at the end that it starts to make sense. So you actually enjoy it after you've seen it rather than at the time. The film jumps from one part of the world to another, which doesn't help, and several of the main actors look very similar which was really a mistake.

Seven

Jane: Hi, Nick. Hi, Susan.

Nick: Hello, Jane. Hey, what have you got there?

Jane: Decorations.

Nick: Oh, I thought that was my job and you were sending the...

Jane: Yes, sorry, Nick. I saw them and liked them. Do you like them?

Nick: Well...

Jane: Hang on. You're the only one who's still got it all to do.

Nick: Decorations aren't so easy as invitations, Jane.

Jane: Maybe, but you don't know the trouble I took over them.

Eight

I lived on my own when I was twenty-six and hated it. I was scared and lonely. So I went back to sharing a flat but it was a nightmare, I felt I was in someone else's house. Now I wouldn't dream of living with someone else. I love the freedom I have, to stay up till 6 am if I want to and leave the washing-up. But the only downside is the worry of something going wrong, like the washing machine breaking down, because I've got to deal with it.

Osnovna razina

ZADATAK 1

Extract 1

Woman: I guess it'll all be over in about half an hour – then I can relax a bit. Oh, my turn – here goes. Do I look all right?

Extract 2

Man: I didn't realise it would hurt her so much. I feel bad about it now.

Extract 3

Woman: I was expecting more actually. All the magazines kept going on about how good it was, but it didn't strike me as anything special.

Extract 4

Man: She didn't fail, did she? I don't believe it. She was the best in the group.

Extract 5

Woman: I've never been in a helicopter before. I'm lucky to have the chance, really. I'm really looking forward to it.

ZADATAK 2

Good morning. Well, I visited Waterside last week and I think it has something for everyone and I would recommend it for a day out. It's taken three years to build and finally opened three weeks ago, two months later than planned.

One thing to remember is that shops don't open till 10.00 in the morning except on Saturday when they open at 9.00. So don't get there too early on a weekday. They close at 8 o'clock every day except Friday when they're open until 9 pm.

The Shopping Centre is arranged on three levels. You'll find all your favourites here. In fact if you want to buy a pair of shoes there are 15 different shops to choose from on levels one and two. When you run out of money there are seven different banks, but collect your money before you get to the third level as there aren't any banks up there. On that level, however, there are several restaurants as well as a cinema with seven screens. And don't get lost like I did, go to the information desk on the first level and get a map.

Before you go back to your car or the bus, go and see the lake. Take a walk or have a go at fishing, sailing or wind surfing if you have time. Or you can rest your tired feet and watch the birds and ducks, but you are asked not to feed them.

Although I had a good day I would complain about one thing, but not the usual thing – the service in the shops was good and I had an excellent lunch in a café. No, the silly thing was that everywhere was quite clean but people were dropping their sweet paper and empty drink cans on the ground because there wasn't anywhere else to throw them. Apart from that I would recommend it.

Serija English in Mind sadrži brojne primjere zadataka kakvi se traže na državnoj maturi*

Viša razina

ENGLISH IN MIND 4

Čitanje

zadaci povezivanja	udžbenik: Unit 4 str.26, Unit 7 str.46, Unit 11 str.75, Unit 14 str.96,
zadaci višestrukog izbora s četiri opcije – razumijevanje specifičnih informacija i detalja	radna bilježnica Unit 3 str.19, radna bilježnica Unit 4 str.26, radna bilježnica Unit 5 str.31, udžbenik Unit 7 str.43, radna bilježnica Unit 9 str.55, radna bilježnica Unit 13 str.79,
umetanje rečenice koja nedostaje, kohezija	Unit 7 str.43, Unit 8 str.53, Unit 8 str.57, WB Unit 9 str.56, Unit 15 str.102, WB Unit 15 str.92, Unit 16 str.108, radna bilježnica Unit 16 str. 98

Pisanje

zadaci za pisanje eseja u udžbeniku Unit 3 st. 23, Unit 11 str.79

Slušanje

zadaci povezivanja (izjave s govornicima) – kratki monolozi	udžbenik Unit 2 str.15, Unit 3 str.20, WB Unit 3 str.21, Unit 7 str.48, , Unit 9 str.64, Unit 11 str.76, Unit 13 str.92, Unit 15 str.104, Unit 16 str.110 i radna bilježnica WB Unit 7 str.44
zadaci višestrukog izbora s 3 opcije, razumijevanje stavova, glavnih ideja, mišljenja	udžbenik Unit 4 str.24, Unit 9 str.64, Unit 10 str.70
zadaci višestrukog izbora s 3 opcije (kratki monolozi), razumijevanje osnovnoga smisla	radna bilježnica Unit 3 p21, radna bilježnica Unit 6 p38, Unit 7 p48,
detaljno razumijevanje teksta (leksički i/ili strukturalni obrasci) sa zadacima višestrukog izbora	radna bilježnica unit 1 str.8, radna bilježnica unit 2 str.10, 14, 15, radna bilježnica unit 3 str.21, unit 4 str.27, radna bilježnica unit 5 str.29, radna bilježnica unit 5 str.33, radna bilježnica unit 6 str.39, radna bilježnica unit 7 str.45, unit 8 str.59, radna bilježnica unit 8 str.48, radna bilježnica unit 8 str.51, radna bilježnica unit 9 str.57, radna bilježnica unit 10 str.63, radna bilježnica unit 11 str.64, str.69, radna bilježnica unit 12 str.75, radna bilježnica unit 13 str.81, radna bilježnica unit 14 str.87, radna bilježnica unit 15 str.93, radna bilježnica unit 16 str.99
uporaba prikladnih leksičkih i/ili strukturalnih obrazaca, zadaci dopunjavanja s jednom riječi	unit1 str.7, radna bilježnica unit 3 str.16, radna bilježnica unit 5 str.30, unit 7 str.47, radna bilježnica unit 8 str.49, radna bilježnica unit 9 str.53, radna bilježnica unit 10 str.60, unit 11 str.79, radna bilježnica unit 11 str.65, unit 13 str.95, radna bilježnica unit 14 str.84, radna bilježnica unit 15 str. 89

ENGLISH IN MIND 5

Čitanje

Zadaci za provjeru strukture, kohezije i koherencije:	radna bilježnica Unit 2 str.14, Unit 3 str.22, radna bilježnica Unit 3 str.19, Unit 4 str.27, Unit 5 str.36, Unit 6 str.40, Unit 8 str.52, Unit 9 str.62, Unit 10 str.68, Unit 12 str.80, Unit 13 str.90, Unit 14 str.96, radna bilježnica Unit 14 str.86, radna bilježnica Unit 15 str.91, Unit 16 str.108, radna bilježnica Unit 16 str.98
zadaci višestrukog izbora s četiri opcije s različitim fokusima razumijevanja	radna bilježnica Unit 4 str.26, Unit 5 str.38 Unit 7 str.44
detaljno razumijevanje teksta (leksički i/ili strukturalni obrasci) sa zadacima višestrukog izbora	radna bilježnica Unit 1 str.9, radna bilježnica Unit 2 str.15, radna bilježnica Unit 3 str.16, radna bilježnica Unit 3 str.21, Unit 4 str.30, radna bilježnica Unit 4 str.27, radna bilježnica Unit 5 str.28, radna bilježnica Unit 5 str.33, radna bilježnica Unit 6 str.39, radna bilježnica Unit 7 str.45, radna bilježnica Unit 8 str.51, radna bilježnica Unit 9 str.57, radna bilježnica Unit 10 str.58, radna bilježnica Unit 10 str.63, radna bilježnica Unit 11 str.69, Unit 12 str.82, Unit 12 str.83, Unit 12 str.87, radna bilježnica Unit 12 str.75, Unit 13 str.93, radna bilježnica Unit 13 str.77, radna bilježnica Unit 13 str.80, radna bilježnica Unit 13 str.81, radna bilježnica Unit 14 str.87, Unit 15 str.104, radna bilježnica Unit 15 str.93, radna bilježnica Unit 16 str.94, radna bilježnica Unit 16 str.99
uporaba prikladnih leksičkih i/ili strukturalnih obrazaca, zadaci dopunjavanja otvorenog tipa	unit 1 str.8, radna bilježnica unit 1 str.4, radna bilježnica unit 1 str.9, radna bilježnica unit 2 str.11, radna bilježnica unit 2 str.15, radna bilježnica unit 3 str.17, radna bilježnica unit 3 str.21, unit 4 str.26, radna bilježnica unit 4 str.22, radna bilježnica unit 4 str.24, radna bilježnica unit 4 str.27, radna bilježnica unit 5 str.28, radna bilježnica unit 5 str.33, radna bilježnica unit 6 str.34, radna bilježnica unit 6 str.39, unit 7 str.49, radna bilježnica unit 7 str.40, radna bilježnica unit 7 str.45, unit 8 str.53, unit 8 str.59, radna bilježnica unit 8 str.46, radna bilježnica unit 8 str.51, radna bilježnica unit 9 str.52, radna bilježnica unit 9 str.57, unit 10 str.71, radna bilježnica unit 10 str.58, radna bilježnica unit 10 str.60, radna bilježnica unit 10 str.63, unit 11 str.79, radna bilježnica unit 11 str.66, radna bilježnica unit 11 str.69, unit 12 str.87, radna bilježnica unit 12 str.75, radna bilježnica unit 13 str.76, radna bilježnica unit 13 str.78, radna bilježnica unit 13 str.79, radna bilježnica unit 13 str.81, radna bilježnica unit 14 str.84, radna bilježnica unit 14 str.87, radna bilježnica unit 15 str.88, radna bilježnica unit 15 str.90, radna bilježnica unit 15 str.93, radna bilježnica unit 16 str.96, radna bilježnica unit 16 str.99

Pisanje

zadaci za pisanje eseja: udžbenik Unit 9, str. 67; radna bilježnica Unit 16, str. 98

Slušanje

razumijevanje opće poruke zadaci povezivanja, kratke priče	Unit 1 str.8, radna bilježnica Unit 1 str.8, Unit 2 str.13, Unit 2 str.14, radna bilježnica Unit 2 str.13, Unit 3 str.18, Unit 4 str.24, Unit 5 str.37, radna bilježnica Unit 5 str.32, Unit 6 str.44, radna bilježnica Unit 8 str.49, Unit 10 str.70, Unit 10 str.72, Unit 11 str.77, Unit 12 str.82, Unit 13 str.92, Unit 15 str.104
razumijevanje glavne misli/ specifičnih informacija zadaci višestrukog izbora	unit 7 str.48, unit 8 str.55, radna bilježnica unit 10 str.61, radna bilježnica unit 13 str.79

Osnovna razina

ENGLISH IN MIND 2

Čitanje

Zadaci povezivanja s više tekstova:	udžbenik (str.15, str.55, str.64, str.67) i radna bilježnica (str.74)
duži tekst sa zadacima višestrukog izbora	radna bilježnica(str.44)
razumijevanje u kontekstu	udžbenik (str.21, str.25, str.49, str.54, str.75, str.77, str.91, str.95, str.97, str.99, str.103) i odgovarajući zadaci u radnoj bilježnici
detaljno razumijevanje teksta (leksik i strukture)	udžbenik (str.21, str.25, str.49, str.54, str.75, str.77, str.91, str.95, str.97, str.99, str.103) i odgovarajući zadaci u radnoj bilježnici

Pisanje

kratki zadaci za pisanje u udžbeniku (str.17, str.67, str.73)

Slušanje

kratki monolozi/dijalozi, razumijevanje osnovne informacije udžbenik (str.12, str.70, str.83, str.91, str.101) i radna bilježnica (str.80)

razumijevanje specifičnih informacija sa zadacima višestrukog izbora udžbenik (str.34) i radna bilježnica (str.20, str.92)

* ako nije navedeno radi li se o udžbeniku ili radnoj bilježnici, radi se o udžbeniku.

Ostale publikacije i materijali na internetu uz seriju English in Mind

Mnoge dodatne zadatke i testove incijalnog, formativnog i sumativnog tipa i ostale materijale možete pronaći na sljedećim internetskim stranicama:

Jezične strukture:

http://www.cambridge.org/elt/englishinmind/teacher_resources/grammar_worksheets.asp

Vokabular:

http://www.cambridge.org/elt/englishinmind/teacher_resources/vocabulary_worksheets.asp

Testovi za module u dvije grupe:

http://www.cambridge.org/elt/englishinmind/teacher_resources/modulesmidmodules.asp

Dodatni tekstovi s planovima za nastavu i uručcima:

http://www.cambridge.org/elt/englishinmind/teacher_resources/extrareading.asp

Popisi riječi za svaku razinu s prijevodom na hrvatski

http://www.cambridge.org/elt/englishinmind/teacher_resources/wordlists.htm

Korelacije s međunarodnim ispitima s primjerima zadataka iz udžbenika i radne bilježnice:

http://www.cambridge.org/elt/englishinmind/teacher_resources/KET_PET_correlations.htm

Savjeti za nastavu:

http://www.cambridge.org/elt/englishinmind/teacher_resources/tips.htm

Internetski izvori za učenike:

http://www.cambridge.org/elt/englishinmind/student_resources/default.htm

Za pripremu učenika za državnu maturu vrlo su korisne i upotrebljive sljedeće publikacije Cambridge University Press-a:

Za višu razinu:

Capel/Sharp: Objective First Certificate

Guy-Brook Hart: Complete First Certificate

Ostale publikacije i testovi:

<http://www.cambridge.org/elt/catalogue/catalogue.asp?cid=224>

Za osnovnu razinu:

Hashemi/ Thomas: Objective PET

May/Heyderman: Complete PET

Ostale publikacije i testovi:

<http://www.cambridge.org/elt/catalogue/catalogue.asp?cid=34>

Dodatne zadatke i testove možete pronaći na sljedećim internetskim stranicama:

<http://www.cambridge.org/elt/vocabularyforfce/exercises.htm>

<http://www.cambridgeesol.org/resources/index.html>

<https://www.teachers.cambridgeesol.org/ts/exams/generalenglish/pet> (osnovna razina)

<https://www.teachers.cambridgeesol.org/ts/exams/generalenglish/fce> (viša razina)

Želimo Vam mnogo uspjeha i u pripremi za državnu maturu!

A successful individual typically sets his next goal somewhat but not too much above his last achievement. In this way he steadily raises his level of aspiration.

Kurt Lewin, US (German-born) psychologist (1890 - 1947)