

***EKSTERNA MATURA***  
***za učenike osnovne škole***

ISPITNI KATALOG ZA EKSTERNU Maturu  
U ŠKOLSKOJ 2012/2013. GODINI  
**ENGLISKI JEZIK**

Stručni tim za engleski jezik:

Vera Bičakčić

Mira Bošnjak

Sadžida Musakadić

Amir Džafo

Sabina Pknjač

februar, 2013. god.

## Sadržaj

1. OPĆI CILJEVI ISPITA I ISHODI ZNANJA .....	4
2. ISPITNI KATALOG I STRUKTURA TESTA.....	4
3. UPUTSTVA ZA TESTIRANJE .....	6
4. ZADACI .....	7
4.1. READING.....	7
4.2. VOCABULARY.....	27
4.3. GRAMMAR .....	34
4.4. COMMUNICATION.....	40
1. RJEŠENJA ZADATAKA.....	49
5.1. RJEŠENJA ZADATAKA (READING) .....	49
5.2. RJEŠENJA ZADATAKA (VOCABULARY) .....	50
5.3. RJEŠENJA ZADATAKA (GRAMMAR).....	51
5.4. RJEŠENJA ZADATAKA (COMMUNICATION) .....	52
6. PRIMJER URAĐENOG TESTA .....	53
LITERATURA .....	56

## 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. 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 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 trebali 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. ISPITNI KATALOG I STRUKTURA TESTA

Osnovna namjena Kataloga je pružanje mogućnosti učenicima da na jednom mjestu, u obliku ispitnih pitanja, dobiju materijal koji uključuje sve bitne elemente iz Nastavnog plana i programa.

Cilj je da učenici sami ili uz pomoć nastavnika, uvježbavaju postavljene zadatke i, koristeći rješenja, sami procijene svoju spremnost za maturu.

Nastavni plan i program za osmi i deveti razred osnovne škole i odobreni udžbenici od strane Koordinacije ministara obrazovanja i nauke u Federaciji BiH su osnova za izradu Kataloga.

Ispitni katalog sadrži sve potrebne informacije o sadržaju i obliku ispita, ispitna pitanja i uputstva za testiranje, kao i primjer urađenog testa i literaturu koja je korištena pri izradi Kataloga.

Zadaci u Katalogu su podijeljeni u četiri oblasti, koje će u ispitnom testu biti bodovane na sljedeći način:

Ispitne oblasti testa	Broj bodova
<b>READING</b>	<b>2,5</b>
<b>VOCABULARY</b>	<b>2,5</b>
<b>GRAMMAR</b>	<b>2,5</b>
<b>COMMUNICATION</b>	<b>2,5</b>
<b>Ukupno:</b>	<b>10</b>

**READING:** Sastoji se od tekstova odabranih po principu zastupljenosti različitih tema koje se obrađuju tokom ova dva razreda. Uvažavajući principe interkulturalnosti, pored sadržaja vezanih za Bosnu i Hercegovinu, tekstovi se bave i različitostima i sličnostima sa zemljama engleskog govornog područja iz oblasti kulture, edukacije i načina življenja.

**VOCABULARY:** Odnosi se na onaj koji su učenici učili ili ponavljali iz datih tema definisanih u modularnom načinu organizacije udžbenika, uključujući i tvorbu riječi, upotrebu složenih glagola, kolokacija, idioma i slično.

**GRAMMAR:** Obuhvata sve strukture predviđene Nastavnim planom i programom za dva završna razreda osnovne škole.

**COMMUNICATION:** Obuhvata najvažnije jezičke strukture u različitim životnim situacijama.

Tipovi zadataka u Katalogu su raznovrsni, npr:

- **Read and underline the correct words.**

*Example:* Whose is this coat? Is it ***your*** / ***yours***?

- **Complete the sentences with the correct reflexive pronouns.**

*Example:* Tom is so selfish, he thinks only about ***himself***.

- **Find the odd one out.**

*Example:*

**dinner**                      *fried*                      *roasted* *boiled*

- **Read the sentences and underline the correct answer (a, b or c) for each gap.**

*Example:* I'm really bad **b)** remembering my friends' birthdays.

a) with                      **b) at**                      c) for

- **Write the opposites of the given adjectives. Use: im- , in- or un- .**

*Example:* happy                      **unhappy**

- **Read the conversation between Kate and her mum.  
Circle the correct words.**

*Kate:* ***Can*** / ***Would*** I borrow some money until the weekend, mum?

Ispitni test će se sastojati iz četiri dijela : Reading, Vocabulary, Grammar i Communication i biće formiran od strane Ministra za obrazovanje, nauku i mlade metodom slučajnog odabira iz Kataloga.

U ispitnom testu će se nalaziti **samo pitanja iz Kataloga**, bez uključivanja novih zadataka.

### 3. 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 grafičnih olovaka i gumica tokom rješavanja testa.
- Konačna verzija urađenog testa koji se predaje, mora biti napisana (neizbrisivom) hemijskom olovkom, crne ili plave boje. Crvena boja nije dozvoljena.

Nije dozvoljeno:

- lažno predstavljanje,
- ometanje drugih učenika,
- prepisivanje,
- 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.

## 4. ZADACI

### 4.1. READING

#### Reading 1

Read the text and decide if the statements are true (T) or false (F).

#### THE STORY OF DAEDALUS AND ICARUS

In Greek mythology, Daedalus was a famous artist, architect and inventor who worked on the island of Crete.

He built a labyrinth where King Minos kept the Minotaur – a terrible monster who had a human body and a bull's head. It was very complicated to find a way out of the labyrinth. Since Daedalus had designed it, he knew the secret. King Minos was afraid that Daedalus would tell someone the secret, so he didn't let him leave the island.

But Daedalus and his son Icarus wanted to leave. After a lot of thinking Daedalus got an idea. „We are going to escape by air!“ They took some feathers, stuck them into wax and put them on their arms. They flew above the walls of the prison.

Icarus was so happy he could fly that he forgot about his father's advice not to fly too high. He got too close to the sun and the wax melted. Icarus crashed into the sea and drowned. This story tells us that even thousands of years ago people wanted to fly.

- 1 The story of Daedalus comes from Greek mythology. \_\_\_\_\_
- 2 The story takes place on the island of Crete. \_\_\_\_\_
- 3 Daedalus knew how to get out of the labyrinth  
because King Minos had told him. \_\_\_\_\_
- 4 Daedalus and Icarus escaped by sea. \_\_\_\_\_
- 5 Icarus crashed because he flew too close to the coast. \_\_\_\_\_

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

### ROBIN HOOD

One of the most famous heroes in Britain is Robin Hood. There are lots of stories, poems, films and TV series about him. Nobody knows if he was a real person, but according to the legends he was an outlaw and he lived in the 12<sup>th</sup> century. He lived in Sherwood Forest near Nottingham with his wife, Maid Marian, and his band of outlaws. They were called his Merry Men, because they were always happy and had a lot of fun. The most famous of the outlaws were Little John (who was actually very tall), Will Scarlett and Friar Tuck.

Robin Hood became a popular hero, because he and his band of outlaws helped ordinary people. When they saw rich people travelling through Sherwood Forest, they used to steal their money and give it to poor people. Robin's great enemy was the Sheriff of Nottingham. The Sheriff was a cruel and corrupt man. He put high taxes on people and if they couldn't pay the taxes, he threw them into prison or stole their land. According to one legend, Robin was originally a rich man - the Earl of Huntingdon - but he became an outlaw because the Sheriff took all his land away. Robin was very clever and brave. He often wore disguises to trick the Sheriff. He was also a famous archer. In one story the Sheriff held an archery competition. The prize was a golden arrow. He hoped to catch Robin Hood, but Robin disguised himself, won the arrow and then escaped back into the forest. When he was dying, he took his bow and fired an arrow into the forest. The outlaws watched the arrow flying through the air. They buried Robin in the place where it landed.

**1 Who was Robin Hood?**

- a) a king
- b) a farmer
- c) a knight
- d) an outlaw

**2 When did he live?**

- a) 12<sup>th</sup> century
- b) 14<sup>th</sup> century
- c) 16<sup>th</sup> century
- d) 18<sup>th</sup> century

**3 Why is he a hero?**

- a) He made Britain free.
- b) He killed a dragon.
- c) He helped poor people.
- d) He defended Britain.

**4 Who did he fight against?**

- a) the Earl of Huntingdon
- b) the Sheriff of Nottingham
- c) the Merry Men
- d) the King of France

**5 What weapon did he use?**

- a) a sword
- b) a gun
- c) a bow
- d) a spear

Read the text and decide if the statements are true (T), false (F) or there is no information (NI).

### SAVE THE ORPHAN BEARS

Dear friend,

I want to tell you about Yuri. Yuri is a young brown bear. He was born in winter and like all bear cubs he was blind and he had no teeth. His mother was hibernating in her den, deep inside the Russian forest. Outside it was very cold and everything was covered by thick snow. Inside the den with his mother, however, Yuri felt safe and warm.

Then, when Yuri was only a few weeks old, some hunters came. Dogs were sent into the den. Yuri's mother was woken up by the dogs. She tried to protect her cub, but when she climbed out of the den, she was shot by the hunters.

Every year between 3,000 and 4,000 brown bears are hunted and killed like this. There are only 110,000 brown bears in Russia today and they are almost extinct in the rest of Europe. Their meat and fur are sold for thousands of dollars, so people will continue to hunt them. The cubs are usually just left to die. Without their mothers they can't survive.

Yuri, however, was lucky. He was found by one of the hunters and he was taken to The Russian Bear Orphanage, 350 kilometres northwest of Moscow. The orphanage is run by Professor Valentin Pazhetnov. Here, Yuri will be looked after. He and other orphan bears will be fed and taught how to survive. When they are old enough they will be taken to a nature reserve in Bryansk, where they will be protected. Professor Pazhetnov hopes that in the future some bears will be released in other European countries where they are now extinct.

So far over a hundred bear cubs have been saved by the orphanage. Seventy bears have been returned to the forest. We want to save more. That's why I'm writing to you now. Money is needed for food, transport and for people to look after the baby bears. Yuri and his friends need your help. Please send a donation today. Together we can save the orphan bears.

Thank you.

Yours sincerely, Fred O'Regan

- 1 Yuri's mother died. \_\_\_\_\_
- 2 The hunters' dogs killed her. \_\_\_\_\_
- 3 Hunters usually shoot the cubs, too. \_\_\_\_\_
- 4 Professor Pazhetnov has saved over 100 bears. \_\_\_\_\_
- 5 There are only 200 bears in the rest of Europe. \_\_\_\_\_

## Reading 4

Read the text and decide if the statements are true (T) or false (F).

### SCHOOLS IN JAPAN

Japanese high school students spend 240 days a year at school - that's forty-five days more than in the UK! Classes are large with about 40-45 students in each class. At the end of the school day, all students take part in o soji - they sweep the classrooms and corridors, empty rubbish bins, clean the blackboards and pick up litter outside the school. Then, the after-school clubs begin.

After-school clubs are very important in Japan. Popular sports clubs are baseball, football and volleyball, as well as traditional Japanese sports like karate, judo and kendo. Kendo is the ancient art of sword-fighting in the Samurai tradition. The players wear body protection but nowadays the swords are not real! Students can also take up traditional activities such as calligraphy (decorative handwriting), origami (folding paper to make shapes and figures) and shogi (a Japanese version of chess with the squares the same colour).

When the school year begins in April, new students join a club. Clubs meet for two hours after school each day and many continue in the school holidays. The senior students organise the clubs and the juniors have to help them. For example, when the seniors are playing tennis, the juniors have to watch them and collect the tennis balls and they can only play when the seniors finish!

Over 60% of Japanese parents spend a lot of money on evening classes in private schools for their children. These classes prepare students for entrance exams to university. Private schools are often near railway stations to save travelling time for students.

Oh, one more thing. When tired Japanese students finally get home, they can't waste time on TV or computer games. They have an average of two hours of homework a day plus three hours on Sundays!

- 1 British students have as many classes as Japanese students. \_\_\_\_\_
- 2 Students have to tidy the school. \_\_\_\_\_
- 3 The school year finishes in December. \_\_\_\_\_
- 4 Teachers organise the after – school clubs. \_\_\_\_\_
- 5 Private classes are expensive. \_\_\_\_\_

Read the text and decide if the statements are true (T) or false (F).

### VISOKO PYRAMIDS

You think that pyramids built by ancient civilisations are not found in Europe? They belong to Egypt and Central America? Well, you might be wrong.

In the past five years, the town of Visoko in central Bosnia has become the most active archaeological site in the world. Dozens of archaeologists, historians, scientists and researchers from all over the world are taking part in a history-changing project: the Valley of the Pyramids. So far, five pyramids have been identified. According to the experts, these might be the oldest and largest pyramids in the world. The Cheops Pyramid, for example, is 138 metres tall, and the largest of five, the Pyramid of the Sun, appears to be 210 metres tall.

These discoveries might completely change our understanding of European and world history. The pyramids were built of huge concrete blocks, some of which weigh more than twenty tons. This ancient concrete seems to be four times stronger than the modern one.

The underground tunnel system with long stairways is extremely complex and full of ceramic sculptures and heavy megaliths. The meaning of the written symbols, maps and directions found on them is not yet understood. All this indicates the existence of an advanced civilisation, probably much older than we thought.

A lot of questions now arise: Who built these pyramids? When, and using what technology? What were they used for? What happened to that civilisation? It will take years to solve these mysteries, and the experts are working twelve months a year to find the answers. Hundreds of volunteers are helping them, and thousands of visitors are at the site throughout the year.

Who knows? Maybe Visoko could soon become the most famous town in the world.

- 1 Visoko is interesting for archaeologists from many countries. \_\_\_\_\_
- 2 The Pyramid of the Sun is probably taller than Cheops Pyramid. \_\_\_\_\_
- 3 Archaeologists have understood the writings in the pyramids. \_\_\_\_\_
- 4 It is difficult to find your way in the underground tunnels. \_\_\_\_\_
- 5 The site is open for visitors in summer only. \_\_\_\_\_

Read the text. Choose and circle the correct answers: a, b, c or d

### A CHRISTMAS PRESENT WITH A DIFFERENCE

I received some really cool presents this Christmas, but the most unusual gift was a goat! Well, I didn't actually receive the goat myself at my house in London – it was given in my name to a family in Uganda, East Africa. My aunt and uncle organised the present. They went on the Internet and found a charity that supports people in developing countries. The charity doesn't give money to help families - it donates animals and also provides training and help with farming.

At first, I was a bit surprised when I "received" the gift, but then I realised that the goat was a good deal for the family. Why? Well, because they can use the animal in different ways. It will produce a few litres of milk for them every day. Families who have a male and female goat can breed new animals. They can sell the milk and baby goats and earn extra money. Goats are easy to look after and so children can learn how to care for them.

The charity doesn't just donate goats. They also offer cows, sheep, donkeys, rabbits, and even chickens. People in some developing countries are not able to keep animals so the charity gives them bees and fruit trees instead. This means they can produce honey and fruit to add to their diet, and they can also earn money by selling the products.

Whatever the charity donates, it helps families to earn money for everyday things, such as clothes and soap. Some people use the extra money to repair their homes or to buy equipment to start a small business. But one of the most important uses for this money is school equipment and, in some countries, school fees. So, you see, my goat might help a family get a decent wage and give their children an education. Can you think of a better Christmas present than that?

**1 Who received the goat?**

- a) the charity
- b) the writer of the text
- c) a family in a developing country
- d) the writer's aunt and uncle

**2 Why is the animal useful to the family?**

- a) Their children can look after it.
- b) It's a female goat.
- c) It doesn't need much milk.
- d) It helps their diet and their income.

**3 The text says that the charity**

- a) can help families in different situations.
- b) sells products to earn money.
- c) only helps families who can keep animals.
- d) donates only animals.

**4 The writer thinks that the biggest benefit of the charity is**

- a) new homes
- b) equipment.
- c) business
- d) education.

**5 Why did the writer write this text?**

- a) to describe what she did at Christmas
- b) to talk about the importance of animals
- c) to describe a way of helping people in developing countries
- d) to raise money for charity

Read the text and decide if the statements are true (T) or false (F).

### MANY COMMUNITIES IN ONE NATION

English is spoken by about 82% of the population, but there are many other languages used by the different communities that make up American society, including Chinese, Italian, Greek and Polish. Other areas with strong language links are south Louisiana, where the Cajun people speak French, and some communities in Pennsylvania, where they speak German.

The original inhabitants were the Native Americans who lived in tribes such as the Cherokee and Navaho. When Christopher Columbus discovered the New World in 1492, it is thought that about 1.5 million Native Americans lived in what we now call the USA. Several place names come from Native American words, including the states of Massachusetts, Idaho and Mississippi.

The history of the American people is a story of immigration. Among the earliest explorers were the Spanish. They created one of the first permanent European settlements in Florida in 1565. The English soon followed and founded a colony in Virginia in 1607. During the next 200 years, people from a wide range of countries, including England, Scotland, Ireland and Holland, set up colonies and trading centres.

By 1780, three out of every four Americans were of English or Irish descent. The Irish community increased in the 1840s and thousands of people left Ireland to escape the famine. Political problems in Germany in 1848-9 led many of its people to move to the US. Another big community of people who left their home at this time were Jews from Eastern Europe. Between 1880 and 1920 about two million of them moved to the United States.

There was another immigrant group who came to North America, but not because they wanted to. Between 1619 and 1886 slaves from Africa were forced to leave their homes to work in agriculture, mainly in the southern states. Slavery was banned in 1865, after which large numbers of black families moved to the more industrialised states of the north to look for work.

Most of the 300 million people currently living in the USA are descended from European immigrants who arrived in the past 500 years. Although immigration has slowed down, the USA still admits between 500,000 and one million people a year. Today, Asian Americans are one of the fastest-growing ethnic groups in the country. Although most of them have arrived recently, they have managed to establish themselves as part of American society.

- 1 There are no Native American words in modern American English. \_\_\_\_\_
- 2 Immigration from Europe to North America started a thousand years ago. \_\_\_\_\_
- 3 In the 1780s, three quarters of Americans came from English or Irish families. \_\_\_\_\_
- 4 Immigration from African countries was not voluntary. \_\_\_\_\_
- 5 Immigration to the United States is increasing nowadays. \_\_\_\_\_



Read the text and decide if the statements are true (T) or false (F).

### KEEPING IN TOUCH

In the dark days before mobile phones, people had different ways of communicating over long distances.

**Smoke signals** are well-known from Hollywood wild west films. They started in North America and China hundreds of years ago. By passing a blanket over a fire, you can make a puff of smoke. If you are careful, you can control the size and shape of the puffs to create signals. However, you can only send simple, short messages such as “everything is okay”, “danger” or “help!” Smoke signals can be seen from a long way off but they are useless if you want to keep something secret. Everybody in the area knows what you’re saying – it’s a bit like listening to people on their mobile phones on the bus!

**Talking drums** can send quite complicated information. And they’re loud – you can hear them up to eight kilometres away. They were first used in West Africa. When Europeans were first exploring the forests there, they were surprised to find the natives knew they were coming. The use of drums spread to South America and the Caribbean during the slave trade. In fact, talking drums were banned because slaves were using them to communicate in a secret code.

**Whistling languages** are very rare. People whistle messages to each other on the Canary Island of La Gomera. The origins of the language are unknown but it probably came from the Berber people of Morocco. Until recently, it was dying out but now children on the island have to learn it at school. Silbo sounds a bit like a bird song and has a vocabulary of over 4,000 words! People originally used it to communicate over the steep hills and valleys of the island but now it has other uses. Juan Cabello, a resident of the island, says: “I use it for everything – to call my wife, to tell my kids something, or to find a friend in a crowd. It’s useful for just about everything but not very good for romance – everyone on the island would hear what you were saying!”

- 1 Smoke signals started in North America and China. \_\_\_\_\_
- 2 You can send detailed information with smoke signals. \_\_\_\_\_
- 3 You can hear “talking drums” twenty kilometres away. \_\_\_\_\_
- 4 Communicating with drums began in South America. \_\_\_\_\_
- 5 Some children learn how to whistle messages at school. \_\_\_\_\_

Read the text and decide if the statements are true (T) or false (F).

### VITAMINS AND MINERALS

Vitamins and minerals are very important, particularly when you're a teenager because your body is growing. We get almost all of our vitamins and minerals from the food that we eat. One of the reasons why junk food is bad for you is that it fills you up, but doesn't contain a lot of vitamins and minerals.

There are two kinds of vitamins - fat-soluble vitamins, for example A, D and E, and water-soluble vitamins, such as, B and C. Your body can't store the water-soluble ones, so you need these every day.

The two most important minerals are calcium and iron. You need calcium for strong bones and teeth. Iron helps your blood to carry oxygen around your body. Other important minerals are magnesium, phosphorus, potassium and zinc. We normally get our minerals from meat and fish. If you're a vegetarian, you should eat plenty of eggs, cheese and beans to get your minerals.

We get vitamin A from orange fruit and vegetables, like carrots, peppers, peaches and pumpkins, and from dark green vegetables, like spinach. This vitamin is good for your skin and your eyes. You also find vitamin A in eggs and milk.

There are a lot of different B vitamins (such as B<sub>2</sub> and B<sub>12</sub>). They are important for energy. They help to make the red blood cells that carry oxygen to your muscles. Bread, fish, meat, eggs and beans all contain vitamin B.

You get vitamin C from fruit, such as oranges, grapefruit and tomatoes, and from vegetables, like cabbage and broccoli. Potatoes contain vitamin C, too. It's good for your skin and it fights infections. It also helps your body to absorb the iron that you need.

Vitamin D is unusual as it's the only vitamin that you can get from sunshine. You also get it from fish and eggs. Vitamin D is important for teeth and bones, as it helps your body to absorb calcium.

Some important parts of your body, such as your liver and your lungs, need vitamin E. We get it from bread, green vegetables, eggs, nuts and oily fish, like sardines and salmon.

- 1 We get all our vitamins from food. \_\_\_\_\_
- 2 Junk food doesn't contain any vitamins or minerals. \_\_\_\_\_
- 3 Your body can't store vitamin C. \_\_\_\_\_
- 4 Iron and zinc are minerals. \_\_\_\_\_
- 5 Eggs contain vitamins A, B, D and E. \_\_\_\_\_

Read the text and decide if the statements are true (T) or false (F).

### TOP TIPS FOR BLOGGERS

There are no rules for bloggers, but there are some simple tips to help you create a successful blog.

#### Keep to the topic

Don't try to include too many different subjects in your blog. The majority of readers will want to read content that is related to a topic that interests them. Most readers don't want to read little details like what you had for breakfast, so choose your main topic carefully.

#### Be informative

Most readers will come back to a blog if they find some interesting information or advice on it. It's fine to give your opinions in your blog, but don't just say that something is cool or something is awful. Give your readers a reason to read what you say.

#### Keep up-to date

Old news is not news, so update your blog frequently. People don't want to read about something that happened six months ago. Situations and information change, so you should update your blog to be accurate and relevant. When you think of something interesting to add to your blog, write it down so that you can upload it when you next update.

#### Create a blogging timetable

It can be very tiring to add to your blog every day, so it's important to plan your blogging. It's fine to have a short break from your blog – when you are on holiday for example – but readers will want to see new things as often as possible. If you create a timetable to update your blog, you will always have something new for visitors to read and look at.

#### Keep it clear and simple

Keep your blog simple so that everyone can understand it. Remember that the Web is global and you want to reach as many people as possible. Spend a few minutes checking your writing before you upload it. Use a dictionary if you are not sure how to spell a word. That way you will avoid any embarrassing mistakes.

- 1 You shouldn't ever give your own opinions. \_\_\_\_\_
- 2 It's important to change the content of your blog regularly. \_\_\_\_\_
- 3 Readers get tired of reading about people's holidays. \_\_\_\_\_
- 4 It's important to plan your blog so that you don't run out of ideas. \_\_\_\_\_
- 5 Spelling and content mistakes don't matter in blogs. \_\_\_\_\_

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

### THE MAIDEN'S CAVE

The last Sunday in August brings together thousands of people to a place known as the Maiden's Cave. People of different religions have been praying at this place for centuries. The cave is located in the village of Brateljevici, about halfway between Sarajevo and Tuzla. The entrance is above the right bank of the river Bukovica. The cave is captivating, dark and mysterious. At the entrance, the only sound you hear is the music played by the water dripping from the high ceiling, and inside the cave you hear nothing but the echoes of your steps and voice. You simply feel the calmness and serenity of the place. Visitors are instantly impressed by the cave, but the story behind the legend is even more beautiful. The legend says that the girl's grave and the tombstone show the place where she died. Near the grave, there is a stream that never runs dry.

The girl's death remains a mystery. Various stories can be heard, but most people choose to believe that her heart stopped beating from fear. The story says that the girl overheard some young men talking about this spooky dark cave and a great prize which awaited the one who would bring some water from the stream inside it. She decided that she would be the first to do it. As a proof of her deed, she was asked to drive her spindle into the ground inside the cave. As it was pitch-dark, she didn't notice that, together with the spindle, she had driven a part of her dress into the ground. When she tried to stand up her dress was pulled down. At that moment, she remembered all the horror stories she had heard about the cave. The poor girl was so frightened that her heart stopped beating.

Nowadays, the Maiden's Cave is visited by thousands of people from the region. Local people often gather in front of the cave during droughts, praying for rain. They say that their prayers are always answered and that the rain comes without fail the following day!

**1 The Maiden's Cave is important for people**

- a) of one religion.                      b) of more than one religion.    c) who are not religious.

**2 Inside the cave you**

- a) can't hear anything.              b) can hear water.                      c) can only hear sounds you make yourself.

**3 The stream is special because**

- a) there is always water in it.    b) it is inside the cave.              c) it brings people luck.

**4 The girl went to the cave**

- a) because some young men told her to go.    b) to try to win a prize.              c) because she needed water.

**5 She was frightened because**

- a) the cave was dark.                      b) she didn't know what was pulling her dress down.    c) she heard some strange noises.

Read the text and decide if the statements are true (T) or false (F).

### SOS SAVE OUR SPACE!

We need your help to clean up the City Park!

Have you walked through the City Park recently? It's in a really bad condition and for the last few months it's been getting worse and worse. No one can use the Community Centre in the park because it needs a new roof. The pond is full of litter, so there are no fish and not many birds. All the seats in the park are broken and there are no flowers or nice plants. People are frightened of going to the park because they think that they will be a victim of crime.

We want the park to be a place for people of all ages - for families to sit and enjoy the plants and flowers, for children to play in a safe place, and for teenagers to use the new Community Centre for youth clubs and scout groups. So, what can we do?

We had a meeting with some local councillors. They also think that we need to take action. They have agreed to pay for the repair of the roof of the Community Centre. But we need to clear up the area first. Our first job is to collect all the litter from the park and from the water. We are looking for volunteers to help us do this and we want to start as soon as possible.

Please come to a planning meeting:

**Place:** King Street High School

**Date:** February 3<sup>rd</sup>

**Time:** 6.30 - 9.00 p.m.

At the meeting, we will organise people into teams and plan a timetable. We want volunteers of all ages, but you must be at least 12 years old to take part in the project.

We are also going to need a lot more money for the project. Please come to the meeting with suggestions for raising money.

Don't forget: We need your help!

- 1 The condition of the park has improved recently. \_\_\_\_\_
- 2 The community centre can be used in good weather. \_\_\_\_\_
- 3 People think that there are criminals in the park. \_\_\_\_\_
- 4 The planning meeting will last two-and-a-half hours. \_\_\_\_\_
- 5 You can't be a volunteer if you are under 12 years old. \_\_\_\_\_

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

### TEEN EDITOR AIMS HIGH

At the age of 13, Kenya Jordana James makes the rest of the world look lazy. In 2001, she started a magazine called *Blackgirl*. Aimed at teenagers, it covers history, culture, lifestyle and entertainment news.

Kenya's idea for the 20-page magazine came out of boredom with the magazines on sale. "I read a lot of publications that all said the same thing," she explained. Kenya has created a magazine that gives positive messages to African-American teenagers. She has also written about a wide range of serious subjects.

*Blackgirl* was not Kenya's first business project. She earned \$1,200 selling cakes to her neighbours. She used the money she had made to develop her plan for the magazine. She also had to find other people who would put money into the magazine, as well as advertisers. "At first it was hard, but as you get older, these things become easier," she said.

Kenya has appeared on American TV and this has helped to make her more well-known. Not giving up has been the reason for her success. "Children can do anything that they set their mind to," she says. With three adults and a team of teenagers working with her, Kenya has clear ideas about her future. "I would like to continue the magazine, set up a clothes label, and become a midwife and deliver babies," she explained. Until then, Kenya realises she must continue to live with her family. "I am a child and my mum makes sure I clean up my room and I go to school each day. Having a publication is just one thing that I do," she says.

- 1 **What does the writer say about *Blackgirl* magazine?**
  - a) In 2001, it was the only magazine for black teenagers.
  - b) It has a lot of readers but isn't very popular with teenagers.
  - c) It covers a range of subjects and has a lot of readers.
  
- 2 **Why did Kenya have the idea for a new magazine?**
  - a) She thought teenagers were boring.
  - b) The other magazines were very repetitive.
  - c) She was interested in celebrities.
  
- 3 **What does Kenya say about getting money for the magazine?**
  - a) It was difficult at the beginning because she was young.
  - b) People bought her cakes, but they didn't buy the magazine.
  - c) She wasn't old enough to borrow money from people.
  
- 4 **How does Kenya feel about her future?**
  - a) She wants to live with her family.
  - b) She wants to do lots of different things.
  - c) She wants to give up the magazine.
  
- 5 **Why did the writer write this text?**
  - a) to talk about the media
  - b) to describe an inspiring teenager
  - c) to give young people advice on money

Read the text and decide if the statements are true (T) or false (F).

### HOW WILL TECHNOLOGY CHANGE EDUCATION?

**Nerma, Lukavac:**

Some of my friends think that robots and interactive software will replace teachers completely but I don't think it will happen in Bosnia and Herzegovina in the near future. What is definitely going to happen, and we can in fact see happening, is that teachers are going to use technology more often. Our school is going to buy an interactive whiteboard soon.

**Goran, Prijedor:**

Perhaps in twenty or thirty years, there will be only ten to fifteen students in a class. This will improve the education quality, because schools will be able to provide computers for all students in each classroom. Now there are 26 students in my class. Next week we are starting information technology lessons in a new computer room. It is nice but there are only 14 computers in it so half the class will have a computer lesson on Tuesday and the other half will have to wait until Thursday.

**Vedrana, Livno:**

In fifty years, students might be very bad at writing. They will probably rely on writing patterns on their computers. In that case, they won't need to use their own imagination, so writing will become a technical matter. Their handwriting will also be terrible because they will use a keyboard and a mouse to write everything.

**Zana, Cazin:**

The students of tomorrow will definitely have lighter schoolbags. They won't carry a lot of heavy paper books to school. Everything will be written in interactive electronic textbooks and workbooks on a single hard disk. I love the idea of e-books, and I know that my parents are going to buy me one for my birthday. It's great because I live far from school and I have to get the bus - so next month I will be sitting on the bus reading - but not on paper!

**Mirza, Kalesija:**

Children could learn online from home. They could receive lessons through the Internet, email their homework and do tests online. In the future, all students may be linked in a network, and they could interact with learners from all over the world. The people I know think I watch too much sci - fi and don't believe some of my ideas about the future, but it wasn't very long ago when people laughed at the idea of a mobile phone.

- 1 Nerma's school doesn't have interactive whiteboards yet. \_\_\_\_\_
- 2 There are 26 computers in Goran's computer room. \_\_\_\_\_
- 3 Vedrana doesn't think that bad handwriting will be the only problem caused by students doing all their writing on computers. \_\_\_\_\_
- 4 Zana isn't going to take her e-book to school with her. \_\_\_\_\_
- 5 Mirza's friends agree with him about what will happen in the future. \_\_\_\_\_

Read the text and decide if the statements are true (T), false (F) or there is no information (NI).

### ORANGE BALL VIRTUOSO

When Mirza Delibašić became junior tennis champion of Bosnia and Herzegovina at the age of 14, everybody was sure they were looking at a boy with an exceptional talent. They knew this young man was going to be world famous. However, none of them could dream of what would happen in the future: Mirza would be selected among the greatest European basketball players of all time! A minor incident changed Mirza's career path, and forty years later he was voted the country's best sportsperson of the century.

It all started when Mirza suddenly decided to give up tennis and start playing basketball for his hometown club. His talent didn't go unnoticed, and he was soon invited to play for the nation's biggest and most successful club at that time. Once again, Mirza showed that he was like no other sports star. He refused to stay in Belgrade and play for the famous Partizan club. Instead, he opted for a relatively unsuccessful club, KK Bosna in Sarajevo. Six years later, he helped this team reach the European throne. The whole basketball world was amazed at the never before seen skills that Mirza showed in the final game. For the people in the whole country, he was already a living legend.

At the age of 28, Mirza shocked the world again. After two successful years spent at the great Real Madrid, he signed for the best Italian club, but he never played. He had a stroke, and doctors said he would never play again. Sadly, his brilliant playing career had come to a premature end.

In short, Mirza Delibašić didn't just play basketball. He lived it. He showed that basketball is much more than throwing the ball into the basket. Mirza's character became a model for many generations to come: he always found the people around him as important as his own career.

As a sign of appreciation, a street in Tuzla, his hometown, and a sports hall in Sarajevo have been named after him.

- 1 Mirza stopped playing tennis when he was fourteen. \_\_\_\_\_
- 2 Mirza first played basketball for a team in the town where he was born and grew up. \_\_\_\_\_
- 3 KK Bosna became European champions when Mirza was playing for them. \_\_\_\_\_
- 4 Mirza scored more points than any other Bosnian basketball player. \_\_\_\_\_
- 5 The Mirza Delibašić sports hall is in Tuzla. \_\_\_\_\_

Read the text and decide if the statements are true (T) or false (F).

### WEARABLE TECHNOLOGY FOR THE SMART GENERATION

This might sound like science fiction but the technology of wearable computers is developing fast. Now people wear clothes from materials like denim or cotton, and they carry their gadgets like mobile phones or MP3 players. Scientists think that, in the future, clothes and technology will be joined together. In fact, 'MP3 jackets' have already been developed. They are made of special material that can carry an electronic message and they have the controls for the music on one of the sleeves. Other wearable computers that may be available in the future include a video screen that you can wear round your waist as a belt, and shoes that can tell you your exact location anywhere in the world.

These developments all sound like great fun, but wearable computers can also help people feel more comfortable and be safer. Scientists in Australia and New Zealand have developed 'smart' wool that can be heated. The wool has been used in special socks that can be warmed by a small battery. Clothes have been made by scientists in the UK that will keep you cool when you are hot, and warm when you are cold. Work has also been done on a jacket that lights up - ideal for people who cycle at night and need to be seen on the roads.

Sport is also included in this world of wearable computers. A special material that is similar to shark skin can help swimmers move through the water. Trainers are available that change the level of support to the foot as the runner moves. Football shirts are being developed with the technology to check a player's performance. This will give the coach useful information about the player's ability and also help when developing training programmes.

- 1 The idea of wearable computers comes from science fiction. \_\_\_\_\_
- 2 You can already buy a belt with a video screen in it. \_\_\_\_\_
- 3 Wearable computers are only used for entertainment. \_\_\_\_\_
- 4 Scientists have developed materials which respond to temperature. \_\_\_\_\_
- 5 Technology can help footballers improve their game. \_\_\_\_\_

Read the text and decide if the statements are true (T) or false (F).

### FAME

Three years ago, Liam Clarke was a successful contestant on the Desert Island reality TV show. Millions of people watched him and the other seven contestants as they tried to survive on the famous island for six weeks.

Before he went to the island, good-looking Liam was a teacher in a school in Manchester. He shared a flat with two friends. However, in the last three years his life has changed a lot.

'At first it was really exciting,' he says. 'I did a lot of interviews for newspapers and celebrity magazines. Whenever I opened a newspaper, I saw my picture. People recognized me in the street and, I signed a lot of autographs. I went to a lot of parties and had a fantastic holiday in Australia, too.'

It was great. I really enjoyed all the fame and the excitement, but there were difficulties, too. After a while, photographers started to follow me and my girlfriend everywhere. One Sunday morning someone knocked on my door. It was quite early and I was still in bed. I opened the door in my pyjamas and there was a photographer there. I was very angry, so I grabbed his camera and threw it across the street. Well, he called the police and then the newspapers were full of the story. 'Police arrest Desert Island Liam.' It wasn't true. The police didn't arrest me. They just asked some questions and I paid for a new camera. That's the danger when you're famous. You lose a lot of your freedom.'

After that, things became quieter, but Liam didn't want to go back to his life in Manchester. He's lived in London for two years now and has worked as a DJ for a radio station for over a year. He's still famous, but photographers haven't followed him for a long time. 'I've been very lucky,' he says. 'And I've really enjoyed my success.' What about the future? 'Well, my girlfriend and I are getting married in three months. I'm very happy about that. As for a job, I've enjoyed being a DJ, but in the future I'd really like to be a game show host on TV and write a book, too.'

- 1 He hasn't moved house. \_\_\_\_\_
- 2 He's married his girlfriend. \_\_\_\_\_
- 3 People asked him for autographs. \_\_\_\_\_
- 4 He broke a photographer's camera. \_\_\_\_\_
- 5 He's become a TV game show host. \_\_\_\_\_

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

### HOW TO WRITE A DETECTIVE STORY

I've been writing detective stories since I was a teenager. Some people think it's a strange profession for a woman, but I think crime fiction is for everyone. I've started giving creative writing classes and the most common question people ask is, 'Where do you start?' It's impossible to give fixed rules, but there are some general tips that people often find useful.

Before you start writing, choose a time period and place that sound realistic. A useful tip is to 'write about what you know'. If you were born in Paris or London, it makes sense to set your story in a European city. Of course, you can write about any continent and any century, but you'll need to do a lot more research to make your story believable.

The character of your detective is very important. He or she must have qualities that help them solve the crime, but they also need characteristics that make them an individual. He or she must also fit in the time and place of your story. Readers are very knowledgeable and they will notice if you get any details wrong about the time period.

Every detective story needs a crime, of course. You need to explain what happens before the crime, the crime itself and what happens afterwards. Remember that you don't always have to write about a murder. Some readers don't enjoy stories full of guns and blood. So, why not write about a theft, kidnapping, or something different like an environmental crime?

Clues are important to keep the readers' interest. They must be interesting, but not too complicated or repetitive. The readers also need to know who the suspects are and if they have an alibi. Decide at the beginning how the crime will be solved and how all the clues will be brought together. Readers love a 'twist' at the end of a story - a surprise or a new fact that brings the action to its conclusion.

**1 The writer of the text is**

- a) a man.                      b) a woman.                      c) a teenager.                      d) a criminal.

**2 Why is it a good idea to 'write about what you know'?**

- a) You can write about any period in history.                      c) You will believe in your story.  
b) You will have time to do your research.                      d) You won't have to do so much research.

**3 What does the writer say about readers of crime fiction?**

- a) They are only interested in the detective.  
b) They don't know how to solve the crime.  
c) They know if the writer has made a mistake in the context.  
d) They don't care about the time or place.

**4 What two points does the writer make about detective stories?**

- a) You can write about a range of crimes and readers like a shock at the end of a story.  
b) Don't write about murder and give a lot of clues at the beginning of the story.  
c) You can write about guns and blood but don't surprise readers at the end of the story.  
d) You should explain the crime but don't say who the suspects are.

**5 Why did the writer write this text?**

- a) to describe being a writer    c) to keep the readers' interest  
b) to give advice on writing a detective story    d) to tell a detective story

Read the text and decide if the statements are true (T), false (F) or there is no information (NI).

### JESSE OWENS – AN AMERICAN HERO

James Cleveland Owens was born in 1913 in Alabama. His parents were poor. His father was a farm worker and his grandparents had been slaves.

When James was nine, the family moved to Cleveland. On his first morning at school in Cleveland, a teacher asked him his name. He replied 'J.C.' She thought he had said 'Jesse'. From then on, he was always called Jesse. The sports coach at this school saw Jesse run and immediately asked him to join the school track team.

In 1933, Jesse went to Ohio State University. He paid for his studies by working as a night lift-operator. In High School, he fell in love with another student, Ruth Solomon, and they got married in 1935. On 25 May 1935, Jesse achieved something that had never been done before in track and field events: he set three new world records and equalled a fourth, all within the space of 45 minutes.

The next year, Jesse triumphed at the Olympic Games in Berlin. He was the first American in the history of the Olympic track and field events to win four gold medals in a single Olympics.

On his return home after the Games, he found it difficult to make a living. At that time, black Americans did not have equal rights. Jesse worked as a playground caretaker and later as a jazz disc jockey.

He also earned money by running against people, cars, motorcycles, horses and dogs. He toured with the Harlem Globetrotters basketball team, running against horses in an exhibition before every game.

In time, his luck changed. He became a successful public speaker and started his own public relations company. He also sponsored and took part in many youth sports programmes in underprivileged areas. He died in 1980 but his work continues in the Jesse Owens Foundation, which provides financial assistance to young people. In 1996, the Jesse Owens Memorial Park was opened in Oakville, Alabama, where Jesse had been born. Twenty-acre park provides sports facilities for the local community as well as being a memorial to Jesse's achievements.

- 1 His parents were slaves. \_\_\_\_\_
- 2 The sports coach at Jesse's school thought he was a good runner. \_\_\_\_\_
- 3 He only lost twice in his races against horses. \_\_\_\_\_
- 4 Jesse had to work at nights to pay for his university studies. \_\_\_\_\_
- 5 He got a good job when he returned to the USA after the Berlin Olympics. \_\_\_\_\_

## 4.2. VOCABULARY

### Vocabulary 1

What do the underlined words below mean? Circle.

- 1 An archaeologist studies things and buildings made by people who
  - a) lived a long time ago.
  - b) live in exotic countries.
- 2 Deadline is
  - a) a person for whom you have to do something.
  - b) a date by which you have to do something.
- 3 When you sign a contract with someone, it means you
  - a) have to do what's written in it.
  - b) decide if you want to do what's written in it.
- 4 „I can hardly wait to do it!“ means
  - a) you really want to do it.
  - b) you don't know how to do it.
- 5 You do research when you want
  - a) to make up things about something.
  - b) to find new facts.

### Vocabulary 2

Read and underline the correct words.

- 1 We had a good holiday. I feel very *relaxing* / *relaxed*.
- 2 Are you *interesting* / *interested* in sport?
- 3 I liked the film. It was very *exciting* / *excited*.
- 4 We read a very *amusing* / *amused* story today.
- 5 Everybody was *surprising* / *surprised* when Jane arrived.

### Vocabulary 3

Complete the text with these environmental words and expressions from the box.

greenhouse gasses    carbon dioxide    global warming    fossil fuels    renewable energy
---

(1) \_\_\_\_\_ is a gas produced by traffic, industry and domestic heating and is one of the (2) \_\_\_\_\_ that are heating up the planet.

We don't know how much (3) \_\_\_\_\_ there will be this century but some scientists think the temperature will rise by five degrees.

The main solution to this problem will be the use of (4) \_\_\_\_\_ like wind and solar energy instead of (5) \_\_\_\_\_ like oil, gas and coal.

## Vocabulary 4

Complete the sentences using the verbs from the box.

get on   give up   find out   look after   throw away

- 1 I must \_\_\_\_\_ these old shoes.
- 2 We often \_\_\_\_\_ my sister's baby when she goes out.
- 3 Did you \_\_\_\_\_ where Luke was yesterday?
- 4 I can't do this test. I \_\_\_\_\_!
- 5 I usually \_\_\_\_\_ the bus outside school.

## Vocabulary 5

Find the odd one out.

Example:

**dinner**

*fried*

*roasted*

*boiled*

- |   |           |         |         |            |
|---|-----------|---------|---------|------------|
| 1 | barbecued | boiled  | roasted | potatoes   |
| 2 | cabbage   | pizza   | peas    | onion      |
| 3 | garlic    | chicken | beef    | lamb       |
| 4 | fruit     | peach   | kiwi    | strawberry |
| 5 | fried     | snack   | lunch   | dinner     |

## Vocabulary 6

Read the sentences and underline the correct answer (a, b or c) for each gap.

Example: I'm really bad **b)** remembering my friends' birthdays.

a) with

**b) at**

c) for

- 1 They've never been interested \_\_\_\_ sport.  
a) at                      b) in                      c) with
- 2 I'm sorry \_\_\_\_ losing your book. I'll buy you another one.  
a) by                      b) for                      c) to
- 3 The brothers sometimes fight but really they're quite fond \_\_\_\_ each other.  
a) to                      b) for                      c) of
- 4 Are you good \_\_\_\_ maths?  
a) with                      b) for                      c) at
- 5 I was wrong \_\_\_\_ John. He's not unfriendly. He's just very shy.  
a) about                      b) with                      c) by

## Vocabulary 7

Write adjectives from the given nouns.

Example:

	nouns	adjective
	<i>beauty</i>	<i>beautiful</i>
1	danger	_____
2	fame	_____
3	success	_____
4	happiness	_____
5	freedom	_____

## Vocabulary 8

Read and circle the correct words.

- 1 Can you *lend* / *borrow* me some money?
- 2 How much money do you *earn* / *raise* in your job?
- 3 I need to open a *credit card* / *bank account*.
- 4 I get pocket *money* / *cash* every Saturday.
- 5 I *win* / *spend* about £10 a week on my mobile.

## Vocabulary 9

Match the words that go together and write the expressions on the lines provided.

Example:

	<i>a glass of</i>	<i>water</i>	<u><i>a glass of water</i></u>
1	a bottle of	toothpaste	_____
2	a tube of	matches	_____
3	a packet of	chocolate	_____
4	a box of	cola	_____
5	a bar of	crisps	_____

## Vocabulary 10

Read and underline the correct words.

Example:

Have the police arrested the criminals / crimes?

- 1 What was the *victim* / *motive* for the crime?
- 2 Detectives want to interview *evidence* / *witnesses* to the crime.
- 3 Did you report the *thief* / *theft* of your car?
- 4 The police let the man go because he had *a suspect* / *an alibi*.
- 5 How much did the *kidnapping* / *kidnapper* ask for?

Vocabulary 11

Complete the sentences with the correct words from the box.

publish   security   weekly   terrified   put up

- 1 One of the flight attendants called \_\_\_\_\_ staff.
- 2 A few of the people on the plane were \_\_\_\_\_ .
- 3 We \_\_\_\_\_ some shelves in the youth club.
- 4 I don't have enough time to read \_\_\_\_\_ magazines.
- 5 We're going to \_\_\_\_\_ the first copy of our newsletter next month.

Vocabulary 12

Match the descriptions with the animals.

- |                                     |                   |         |
|-------------------------------------|-------------------|---------|
| 1 It's got black and white stripes. | a) tiger, cheetah | 1 _____ |
| 2 It makes a noise like laughing.   | b) python         | 2 _____ |
| 3 They're part of the cat family.   | c) zebra          | 3 _____ |
| 4 It's from Australia.              | d) coala          | 4 _____ |
| 5 It's a type of snake.             | e) hyena          | 5 _____ |

Vocabulary 13

Replace the underlined words with expressions from the box.

safe and sound   over   nightmare   a light sleeper   heavy

- 1 I'm easily woken up. \_\_\_\_\_
- 2 My driving test was a complete disaster. \_\_\_\_\_
- 3 There was a lot of rain all weekend. \_\_\_\_\_
- 4 What time will the film be finished? \_\_\_\_\_
- 5 There was an accident on the motorway, but they arrived home unhurt. \_\_\_\_\_

Vocabulary 14

Match the words from A and B to complete the sentences.

A sports boarding common after-school house	B pitch activities points school room
---	---------------------------------------

- 1 We play football on the school \_\_\_\_\_ .
- 2 We have a \_\_\_\_\_ for doing homework.
- 3 I like seeing my family every day. I don't want to go to a \_\_\_\_\_ .
- 4 I got six \_\_\_\_\_ for doing good work.
- 5 There aren't any \_\_\_\_\_ at my school, so I go straight home after class.

Vocabulary 15

Complete the sentences with the correct words from the box. There is one extra word.

calm elegant exceptional minor modest amazed
--

- 1 I was \_\_\_\_\_ when he came out to play.  
He broke his leg two months ago and no-one thought he would play again this year.
- 2 He's very \_\_\_\_\_. He says that there are a lot of better players than him.
- 3 She hurt herself at the end of the game but it was only a \_\_\_\_\_ injury.
- 4 She looked very \_\_\_\_\_ in her long, white dress and fashionable hat.
- 5 I'm not worried about success changing him.  
He's always been very successful and \_\_\_\_\_ .

Vocabulary 16

Match the words (1-5) with the definitions (a-e).

- |                   |  |         |
|-------------------|--|---------|
| 1 computer skills | a to officially tell someone about something         | 1 _____ |
| 2 headlines       | b information about something that has just happened | 2 _____ |
| 3 forecasts       | c the titles of newspaper stories                    | 3 _____ |
| 4 news            | d predictions about the weather                      | 4 _____ |
| 5 announce        | e the ability to use a computer                      | 5 _____ |

Vocabulary 17

Read and write the correct job from the list.

Example:

	<i>grow food</i>	<u>farmer</u>	<i>farmer</i>
1	do experiments	_____	director
2	work in politics	_____	model
3	prevent crime	_____	politician
4	wear beautiful clothes	_____	police officer
5	make movies	_____	scientist

Vocabulary 18

Read and underline the correct words.

- 1 I usually wear a *cotton* / *glass* T-shirt when it's hot.
- 2 Our neighbour built a *copper* / *stone* wall around his garden.
- 3 Gary gave Maria a *paper* / *gold* ring when they got married.
- 4 My dog loves playing with a(n) *rubber* / *iron* ball.
- 5 The archaeologists found a lot of *silk* / *copper* tools at the place they were checking.

Vocabulary 19

Write the opposites of the given adjectives. Use: im- , in- or un- .

Example:

	<i>happy</i>	<u>unhappy</u>
1	usual	_____
2	visible	_____
3	known	_____
4	possible	_____
5	correct	_____

Vocabulary 20

Find the right word from the box and write it on the line provided.

lorry snowmobile tram van yacht

- 1 You can carry boxes by road in this. \_\_\_\_\_
- 2 It is a type of transport and it works on electricity. \_\_\_\_\_
- 3 You can sail on this. \_\_\_\_\_
- 4 You can move big objects by road in this. \_\_\_\_\_
- 5 You use these on snow. \_\_\_\_\_

### 4.3. GRAMMAR

#### Grammar 1

Read the sentences. Circle the correct words.

- 1 He's got short brown **hair** / **hairs**.
- 2 The news **are** / **is** on television at ten o'clock.
- 3 The baby has got two **tooths** / **teeth**.
- 4 The information about the hotel **are** / **is** on the table.
- 5 My trousers **are** / **is** too long.

#### Grammar 2

Complete the sentences with relative pronouns: **who**, **which**, **whose**, **when**, **where**.

- 1 Is this the house \_\_\_\_\_ the pop singer lives?
- 2 People \_\_\_\_\_ were hippies went to the Woodstock festival in 1969.
- 3 What was the year \_\_\_\_\_ heavy metal music started?
- 4 I like song lyrics \_\_\_\_\_ are thoughtful.
- 5 It's a pop group \_\_\_\_\_ members are all under the age of twenty.

#### Grammar 3

Complete the sentences with the correct reflexive pronouns.

Example:

*Tom is so selfish, he thinks only about **himself**.*

- 1 Jane bought \_\_\_\_\_ a lovely dress.
- 2 I cut \_\_\_\_\_ when I was chopping onions.
- 3 Many people like talking about \_\_\_\_\_ and their problems.
- 4 Can you make \_\_\_\_\_ a cup of tea? I'm washing up.
- 5 We didn't enjoy \_\_\_\_\_ at the party.

#### Grammar 4

Read and underline the correct words.

Example:

*Whose is this coat? Is it **your** / **yours**?*

- 1 Your painting is much better than **mine** / **my**.
- 2 Come round to **our** / **ours** house after school.
- 3 Your hair is the same colour as **her** / **hers**.
- 4 Our TV is much smaller than **theirs** / **their**.
- 5 **Mine** / **My** first lesson is maths.

Grammar 5

Complete the sentences using articles: a, an, the or (-) no article.

He usually takes <sup>(1)</sup> \_\_\_\_\_ shower before he goes to <sup>(2)</sup> \_\_\_\_\_ bed.

There's <sup>(3)</sup> \_\_\_\_\_ good film on TV tonight.

Can you play <sup>(4)</sup> \_\_\_\_\_ piano?

He is <sup>(5)</sup> \_\_\_\_\_ economist.

Grammar 6

Complete the interview with a top model by putting the adjectives in brackets in the correct form (comparative or superlative).

A: You must be **the happiest** (*happy*) person in the world.

B: I'm sure there are a lot of ordinary girls who are much <sup>(1)</sup> \_\_\_\_\_ (happy) than me.

A: What's <sup>(2)</sup> \_\_\_\_\_ (hard) thing about your job?

B: It can be very tiring. I spend hours and hours shooting.

A: What is <sup>(3)</sup> \_\_\_\_\_ (important): health or looks?

B: Health. Absolutely.

A: What is <sup>(4)</sup> \_\_\_\_\_ (bad) experience you have ever had?

B: Once I was so exhausted that I collapsed and was taken to hospital.

B: Thanks a lot. You've been very kind, much <sup>(5)</sup> \_\_\_\_\_ (kind) than I thought you would be.

Grammar 7

Read and underline the correct words.

Dear Sally,

Well, here I am at a new school. Everybody is very **kind / kindly** to me.

Mum says that I'll get used to the new school <sup>(1)</sup> **quick. / quickly**.

I'm doing quite <sup>(2)</sup> **good. / well**.

Still, it is going very <sup>(3)</sup> **slow. / slowly**. The teachers are OK.

Maybe too strict, so I have to study very <sup>(4)</sup> **hard. / hardly**.

I like them all, except Mr. Fisher. He is a very <sup>(5)</sup> **impatient / impatiently** person.

Love, Sue

Grammar 8

Underline the correct words. Use: *a lot of / lots of, much / many, a little / little, a few / few*.

Example:

We have little / *few* knowledge about other galaxies.

- 1 There are **a few / a little** active volcanoes in the world.
- 2 We don't like watching TV. We watch very **little / few** programmes.
- 3 There are **a lot of / much** old Indian ruins in Latin America.
- 4 Europeans had **a little / little** gold in the sixteenth century so it was very expensive.
- 5 Archaeologists don't find **a lot of / many** historic places nowadays.

Grammar 9

Complete the sentences with: *all, both, most, neither, none*.

- (1) \_\_\_\_\_ my twin sisters love music but (2) \_\_\_\_\_ of them plays an instrument.  
The exam was really hard; (3) \_\_\_\_\_ of us failed and (4) \_\_\_\_\_ of us got over 50%!  
I like (5) \_\_\_\_\_ sports but my favourite is basketball.

Grammar 10

Read and circle the correct answers (*a, b, or c*) to complete the sentences.

- 1 It's my Dad's birthday tomorrow. I \_\_\_\_ him a DVD.  
a) am going to buy  
b) was going to buy  
c) going to buy
- 2 Helen likes tennis but she \_\_\_\_ football.  
a) isn't like  
b) doesn't like  
c) likes not
- 3 Alice \_\_\_\_ her passport before the trip last month.  
a) losed  
b) losted  
c) lost
- 4 I'm really tired. \_\_\_\_ litter all morning.  
a) I collected  
b) I've been collecting  
c) I've collected
- 5 I \_\_\_\_ in London for two years.  
a) has lived  
b) live  
c) have lived

Grammar 11

Put the verbs in brackets in the correct tense.

- 1 The new Bond film is great. I hope it \_\_\_\_\_ Oscar. (win)  
2 I \_\_\_\_\_ him for ages. (not / see)  
3 Terry failed his maths test because he \_\_\_\_\_ enough. (not / study)  
4 While we \_\_\_\_\_ the news, the doorbell rang. (watch)  
5 'Where's Emma?' She \_\_\_\_\_ in the living room now. (sit)

Grammar 12

Complete the text with the correct forms of the verbs in brackets (-ing form or infinitive).

The sports teacher has told John **to lose** (lose) some weight.

The teacher suggested <sup>(1)</sup> \_\_\_\_\_ (join) a gym but John refused <sup>(2)</sup> \_\_\_\_\_ (go).

I advised him <sup>(3)</sup> \_\_\_\_\_ (not / eat) chips every day and to avoid

<sup>(4)</sup> \_\_\_\_\_ (buy) so much chocolate.

He's agreed <sup>(5)</sup> \_\_\_\_\_ (have) more fruit and vegetables, and he's going to stop putting sugar in his coffee!

Grammar 13

Complete the e-mail with: **had to, didn't have to, could or couldn't.**

Hi Brian,

We had our French test at school today and it was a nightmare.

We **had to** answer questions on all tenses. I <sup>(1)</sup> \_\_\_\_\_ remember anything!

Luckily, we <sup>(2)</sup> \_\_\_\_\_ do a translation. I'm really bad at that.

But I <sup>(3)</sup> \_\_\_\_\_ do the reading question. It was about Paris and I revised that.

The last question was writing an essay.

I <sup>(4)</sup> \_\_\_\_\_ write more than three sentences.

I finished early, but I <sup>(5)</sup> \_\_\_\_\_ stay until the end of the lesson.

I hope your English test is easy on Friday!

Best wishes, Ruth.

Grammar 14

Complete the sentences using the words in brackets using **too** or **not ... enough**.

Example:

He's **too young** (young) to drive. He's only fourteen.

I'm **not good enough** (good) to be in the dance class.

- 1 He's (fit) \_\_\_\_\_ to go running. He's much better.
- 2 She's (shy) \_\_\_\_\_ to say hello.
- 3 I'm (well) \_\_\_\_\_ to go to school. I'm ill.
- 4 This box is (heavy) \_\_\_\_\_ for me to carry.
- 5 You're (old) \_\_\_\_\_ to see this film. You have to be over sixteen.

Grammar 15

Add question tags to the statements.

Example:

They didn't catch the 11.30 train, **did they?**

- 1 You aren't going out tonight, \_\_\_\_\_?
- 2 You've been to Turkey, \_\_\_\_\_?
- 3 George can't dance, \_\_\_\_\_?
- 4 Ben recorded the programme, \_\_\_\_\_?
- 5 Phil hasn't got a Saturday job, \_\_\_\_\_?

Grammar 16

Read and circle the correct answers (a, b, or c) to complete the sentences.

- 1 The cycle path \_\_\_\_\_ in June 2006.  
a) was opened                      b) is opened                      c) was open
- 2 AIDS \_\_\_\_\_ by coughing or sneezing.  
a) is not spreading                      b) spread                      c) is not spread
- 3 Many children today \_\_\_\_\_ their first vaccinations when they are very young.  
a) were given                      b) are given                      c) was given
- 4 The auditions \_\_\_\_\_ last Sunday because the producer was ill.  
a) was not held                      b) is not held                      c) were not held
- 5 The three cyclists for the team \_\_\_\_\_ on 23<sup>rd</sup> August.  
a) will be chosen                      b) will chose                      c) are choosing

Grammar 17

Read and underline the correct answers (a, b, c or d) to complete the text.

My mum doesn't let me wear trendy clothes or make up.

One day I asked my aunt about my mum's teenage years. Guess what!

She **b** to wear the most fashionable clothes and she <sup>(1)</sup> \_\_\_\_\_ put on make-up every day!

She <sup>(2)</sup> \_\_\_\_\_ use to follow the rules at school and she wore jewellery and lipstick.

One day I asked her, "What <sup>(3)</sup> \_\_\_\_\_ you use to wear as a teenager?"

She said, "I followed all the fashions and I <sup>(4)</sup> \_\_\_\_\_ spend all my money on clothes.

I <sup>(5)</sup> \_\_\_\_\_ be a compulsive shopper and I got into trouble."

I couldn't believe it, but at least I understand her attitude to clothes now.

Example:

a) uses

**b**) used

c) use

d) using

1 a) used

b) would to

c) didn't

d) would

2 a) didn't

b) wasn't

c) not

d) wouldn't

3 a) have

b) were

c) would

d) did

4 a) would

b) used

c) wouldn't

d) didn't

5 a) did

b) used

c) used to

d) would

Grammar 18

**Put the words in the right order to make sentences.**

- 1 the mountain / planning / on / to / Saturday / They're / climb / .  
\_\_\_\_\_.
- 2 English / learnt / on / speak / holiday / I / to / .  
\_\_\_\_\_.
- 3 me / the / you / to / Are / office / leave / asking / ?  
\_\_\_\_\_?
- 4 pancakes / have / made / I / never / .  
\_\_\_\_\_.
- 5 my book / help / me / Can / to / find / you / ?  
\_\_\_\_\_?

Grammar 19

**Read and underline the correct items.**

- 1 If everyone *helped / helps*, we can finish the job quickly.
- 2 I can't hear anything if you all *talk / talked* at once.
- 3 We could make lemonade if we *had / have* some sugar.
- 4 If I was very rich, *I'd / I'll* live in a hotel all the time.
- 5 If I *write / wrote* new words in my notebook, it helps me to remember them.

Grammar 20

**Complete the reported statements and questions.**

- 1 "I'm going to get a part-time summer job."  
Steve says that \_\_\_\_\_.
- 2 "Why did you drop out of university?"  
Everyone asks me \_\_\_\_\_.
- 3 "Is it difficult to find a job here?"  
My friends ask me if \_\_\_\_\_.
- 4 "Don't close your books, please!"  
She orders us \_\_\_\_\_.
- 5 "Does your dad get a good salary?"  
People sometimes ask me if \_\_\_\_\_.

## 4. 4. COMMUNICATION

### Communication 1

Write the sentences in the correct order to make a conversation between two friends.

- 1 A: Lots of different things. Actors and producers from the local theatre teach us acting, singing and dancing. And we paint scenery and make costumes.
- 2 A: Our drama group meets on Fridays after school. We're looking for new members. Would you like to come and try it?
- 3 B: I prefer singing to acting and I love dancing. Yes, I'd like to come next Friday and see what's it like.
- 4 B: Yes, but I'm not good at it. Why?
- 5 B: I don't know. What do you do at the club?

A: Hi, Carol. Do you like acting?

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: That's great. We need good dancers and singers.

### Communication 2

Complete the dialogue with the words from the box.

shall	would	'll (will)	like	<i>favour</i>	to
-------	-------	------------	------	---------------	----

Brenda: Hi, Tom. What's wrong?

Tom: Hi, Brenda. Can you do me a favour?

Brenda: Of course. What <sup>(1)</sup> \_\_\_\_\_ you like me to do?

Tom: I've bought this new printer but I'm not sure how to get it working.

Brenda: <sup>(2)</sup> \_\_\_\_\_ I look at the instructions for you?

Tom: No, it's okay. I've read all about it. I'd like you <sup>(3)</sup> \_\_\_\_\_ connect it to the computer.

Brenda: Okay. I <sup>(4)</sup> \_\_\_\_\_ do that.

Tom: Thanks a lot.

Brenda: Would you <sup>(5)</sup> \_\_\_\_\_ me to do anything else?

Tom: No, that's great. Thanks.

Communication 3

Match the questions (1-5) with the answers (a-e).

- |   |                                  |       |
|---|----------------------------------|-------|
| 1 Are you Peter?                                    | (a) I'd love to play the flute.  | 1 ___ |
| 2 What musical instrument do you play?              | (b) I'd rather go to the cinema. | 2 ___ |
| 3 What musical instrument would you like to play?   | (c) I play the saxophone.        | 3 ___ |
| 4 What do you do on Saturdays?                      | (d) I usually go shopping.       | 4 ___ |
| 5 Would you like to go to the theatre this evening? | (e) No, I'm his friend, Chris.   | 5 ___ |

Communication 4

Read and circle the correct words.

*Nadia:* Hi, Ben. Have you heard from Ian and Sarah?

*Ben:* No, why?

*Nadia:* They've just recorded their <sup>(1)</sup> *album / photos*.

*Ben:* Where can you buy it? I want to <sup>(2)</sup> *come / be* first with a copy.

*Nadia:* No, it's available only on the Internet.

<sup>(3)</sup> *Thank you / Thanks* to new technology, you don't need a publishing company.

They recorded it <sup>(4)</sup> *as / so* fast and as cheaply as they could.

<sup>(5)</sup> *Luckily / Lucky*, it has come out well and they are pleased with it.

Communication 5

Complete the interview. Use the words from the box.

explain   questions   something   weren't   problem

*Reporter:* Mark, you have become quite a local hero.

Can I ask you some <sup>(1)</sup> \_\_\_\_\_, please?

*Mark:* Sure, no <sup>(2)</sup> \_\_\_\_\_.

*Reporter:* To start with, can you tell us <sup>(3)</sup> \_\_\_\_\_ about yourself?

*Mark:* Well, my name is Mark Trent and I'm 17.

I'm at King's High School and my favourite hobby is hill walking.

*Reporter:* Right, you were walking in the hills yesterday, <sup>(4)</sup> \_\_\_\_\_ you?

*Mark:* Yes, that's right. And I saw a young boy in trouble.

*Reporter:* Trouble? Can you <sup>(5)</sup> \_\_\_\_\_ that?

*Mark:* Well, he was having real problems. He was lost. I called his mum and dad , gave him some food and water and then helped him back down the hill.

Communication 6

Match the instructions (1-5) with the reasons (a-e).

- |   |                                 |  |   |       |
|---|---------------------------------|--|---|-------|
| 1 | Do your homework now            | a) because John's taking our photograph. | 1 | _____ |
| 2 | Go to the station at 3.30       | b) to wish her a happy birthday.         | 2 | _____ |
| 3 | Smile                           | c) so Pete can ring you.                 | 3 | _____ |
| 4 | Take your mobile phone with you | d) to meet Anna.                         | 4 | _____ |
| 5 | Phone your grandma              | e) so that you can watch TV later.       | 5 | _____ |

Communication 7

Read the telephone conversation between Andy and his friend's mother.  
Underline the correct word or expression (A, B or C) for each gap.

- A: Hello, Mrs. Clark. A Andy.<sup>(1)</sup> \_\_\_\_\_ to Chris, please?  
B: Hello, Andy. Hold<sup>(2)</sup> \_\_\_\_\_ a moment .... No, I'm sorry. He's not here.  
I think he's playing football with the boys next door.  
Can I<sup>(3)</sup> \_\_\_\_\_ a message?  
A: Yes, please. Can you tell him to meet me outside the ABC cinema at seven o'clock  
this evening?  
B: <sup>(4)</sup> \_\_\_\_\_ a moment. Oh, here's a pen. Right. Seven o' clock outside the ABC cinema.  
A: Yes. Thanks very much, Mrs. Clark.  
B: <sup>(5)</sup> \_\_\_\_\_. Bye.

A It's

B There's

C Here's

- |   |               |               |                   |
|---|---------------|---------------|-------------------|
| 1 | A Do I speak  | B Can I speak | C Am I speaking   |
| 2 | A up          | B it          | C on              |
| 3 | A take        | B make        | C give            |
| 4 | A Only        | B In          | C Just            |
| 5 | A That's all. | B Not at all. | C Nothing at all. |

Communication 8

Complete the dialogue. Use the words from the box.

could have that's to get ready

- A: Are you ready to order?  
B: Yes.  
A: What can I<sup>(1)</sup> \_\_\_\_\_ you?  
B: Could I<sup>(2)</sup> \_\_\_\_\_ a tuna salad, please?  
A: Anything<sup>(3)</sup> \_\_\_\_\_ drink?  
B: <sup>(4)</sup> \_\_\_\_\_ I have a cup of coffee, please?  
A: So, <sup>(5)</sup> \_\_\_\_\_ a tuna salad and a cup of coffee.  
B: Yes. Thank you.

Communication 9

Match the sentences (1-5) with the responses (a-e).

- |   |  |         |
|---|--|---------|
| 1 'I'm going to be late for my interview.'    | a) 'You'd better get a taxi.'          | 1 _____ |
| 2 'I haven't started my homework yet'         | b) 'You should get a Saturday job.'    | 2 _____ |
| 3 'I need to save some money for my holiday.' | c) 'You shouldn't drink any of it.'    | 3 _____ |
| 4 'I feel ill.'                               | d) 'You'd better do it now.'           | 4 _____ |
| 5 'This milk smells funny.'                   | e) 'If I were you I'd go back to bed.' | 5 _____ |

Communication 10

Read the conversation. Underline the correct answer (A, B or C) for each gap.

*Doctor:*            C. Good morning.  
*Patient:*            Good morning.  
*Doctor:*            What <sup>(1)</sup> \_\_\_\_\_ for you?  
*Patient:*            Well, I've got a <sup>(2)</sup> \_\_\_\_\_ throat and I keep feeling very hot and then going very cold.  
*Doctor:*            Right. I'll <sup>(3)</sup> \_\_\_\_\_ your temperature. Yes, it's quite <sup>(4)</sup> \_\_\_\_\_.  
                          Have you got any pain anywhere else?  
*Patient:*            No, not really.  
*Doctor:*            I see. Well, you should rest for a day or two. Stay in bed and drink plenty of water. Here's a <sup>(5)</sup> \_\_\_\_\_ for some tablets. You should start to feel better in three or four days.  
*Patient:*            Thank you, doctor. Goodbye.

A Come

B You come in

C Come in

- |   |                |            |              |
|---|----------------|------------|--------------|
| 1 | A do I do      | B can I do | C am I doing |
| 2 | A pain         | B hurt     | C sore       |
| 3 | A take         | B do       | C get        |
| 4 | A up           | B over     | C high       |
| 5 | A prescription | B letter   | C message    |

Communication 11

**Complete the conversation with the lines from the box.**

Sorry to interrupt    By the way    Let's talk about that later  
As I was saying    Changing the subject

- Kim:* Hi, there. Did you see the film on TV...?  
*Shaun:* <sup>(1)</sup> \_\_\_\_\_. I've got some exciting news.  
*Bella:* What's happened?  
*Shaun:* Our school has won the art competition and –  
*Kim:* That's fantastic!  
*Bella:* Yes, I don't believe it!  
*Shaun:* <sup>(2)</sup> \_\_\_\_\_, we've won, and that means our paintings will be shown at the local gallery.  
*Kim:* Yes, and we get loads of art equipment, too.  
*Bella:* <sup>(3)</sup> \_\_\_\_\_, has anyone told the art teachers?  
*Shaun:* Yes, they already know. <sup>(4)</sup> \_\_\_\_\_, have you written anything for the poetry competition?  
*Kim:* Oh, Shaun. <sup>(5)</sup> \_\_\_\_\_. We need to tell the rest of the class the news first.

Communication 12

**Eddie always agrees with Oliver. Complete their conversation.**

~~***That's true.***~~    Neither did I    So do I.  
That's true.    Neither do I.    So do I.

- Oliver:* That football match was a disaster.  
*Eddie:* **That's true.**  
*Oliver:* I didn't think we played very well.  
*Eddie:* <sup>(1)</sup> \_\_\_\_\_  
*Oliver:* The other team were much better.  
*Eddie:* <sup>(2)</sup> \_\_\_\_\_  
*Oliver:* I think their goalkeeper is really talented.  
*Eddie:* <sup>(3)</sup> \_\_\_\_\_  
*Oliver:* I don't think we will win the next match.  
*Eddie:* <sup>(4)</sup> \_\_\_\_\_  
*Oliver:* Why do you always agree with me? I think it's really annoying.  
*Eddie:* <sup>(5)</sup> \_\_\_\_\_

Communication 13

Complete the sentences with the words from the box.

can't	mind	prefer	love	don't
-------	------	--------	------	-------

- 1 I \_\_\_\_\_ swimming. It's great!
- 2 I \_\_\_\_\_ stand people shouting.
- 3 I don't \_\_\_\_\_ going to school. It's OK.
- 4 I \_\_\_\_\_ painting to drawing.
- 5 I \_\_\_\_\_ like playing rugby. It's too dangerous.

Communication 14

**Tim and Jim are talking about their plans for the weekend.  
Rearrange the words the sentences and write the conversation down.**

Jim: haven't I yet my mind up made.

Tim: we shall go the cinema to?

Jim: feel I don't going like the cinema to.

*Tim: you what going are do weekend to this?*

Jim: to my place why come you don't?

Tim: suggest what you do?

*Tim: **What are you going to do this weekend?***

1 Jim: \_\_\_\_\_

2 Tim: \_\_\_\_\_

3 Jim: \_\_\_\_\_

4 Tim: \_\_\_\_\_

5 Jim: \_\_\_\_\_

Communication 15

**Read and circle the correct expression, a or b.**

- 1 A: I think Johnny Depp is good actor. \_\_\_\_\_.  
B: Yes, that's true.  
a) Don't you think so?                      b) I don't think so.
- 2 A: \_\_\_\_\_ the Internet is more interesting than TV.  
B: Yes, definitely.  
a) I agree with you                              b) If you ask me,
- 3 A: \_\_\_\_\_ this blog is very good.  
B: I agree with you.  
a) I don't think that                              b) I don't think so
- 4 A: Green Day's new CD is great.  
B: \_\_\_\_\_.  
a) I think so, too.                                      b) What do you think?
- 5 A: I think the new Bond film is a bit too long.  
B: \_\_\_\_\_.  
a) I don't think.                                      b) I don't think so.

Communication 16

**Read and write the correct questions.**

What is he like? (2x)    What does he look like? (2x)    What does he like? (1x)

*Example:*

A: **What does he like?**  
B: He enjoys swimming and walking.

1 A: \_\_\_\_\_  
B: He's very trendy. He wears designer clothes all the time.

2 A: \_\_\_\_\_  
B: Very friendly. He always wants to help.

3 A: \_\_\_\_\_  
B: He's tall and slim, with dark hair.

4 A: \_\_\_\_\_  
B: He's into rock music and computers.

5 A: \_\_\_\_\_  
B: He's good fun. He's always telling jokes.

Communication 17

**Read and underline the correct answer.**

*Example:*

*I haven't been picked for the school athletics team.*  
a) *Well done.*                      b) *I'm glad to hear that.*                      **c) I'm sorry to hear that.**

1 When we were at primary school, we had to take sandwiches for lunch.  
a) So did we.                      b) Neither did we.                      c) We were too.

2 Could you turn the music down, please?  
a) Certainly.                      b) Yes, I could.                      c) Yes, please.

3 I'm starving.  
a) Don't worry.                      b) Help yourself to eat something.                      c) It'll be all right.

4 Why don't you try it on?  
a) Yes, I think I do.                      b) Yes, I think I will.                      c) Just a minute.

5 I'm really nervous. What if he gives me an injection?  
a) Don't worry. It'll be OK.                      b) I hope you're OK.                      c) I'm sure you don't.

Communication 18

Read the conversation between a sales assistant and a customer.  
Underline the correct expression (A, B or C) for each gap.

*Customer:* B I bought this child's bike here last week but <sup>(1)</sup> \_\_\_\_\_ there's a problem with it.  
*Sales Assistant:* <sup>(2)</sup> \_\_\_\_\_ ? What's that?  
*Customer:* The back wheel is very loose. I think it might come off.  
*Sales Assistant:* <sup>(3)</sup> \_\_\_\_\_ a look. Oh yes, that's not right, is it? I'm very sorry about that.  
*Customer:* I've got the receipt here.  
*Sales Assistant:* Thank you. Well I do <sup>(4)</sup> \_\_\_\_\_. That's never happened with that model before.  
Would you like a refund or would you like to choose another bike?  
*Customer:* I'd like another bike, please – perhaps a different model.  
*Sales Assistant:* Right. Well, there are some over here. They're the same <sup>(5)</sup> \_\_\_\_\_.  
*Customer:* Thank you.

*Example:*

A *please*

B *Excuse me*

C *Hello*

- |                 |                |               |
|-----------------|----------------|---------------|
| 1 A I'm afraid  | B I feel sorry | C I fear      |
| 2 A Actually    | B Really       | C True        |
| 3 A Am I having | B Do I have    | C Let me have |
| 4 A apology     | B sorry        | C apologise   |
| 5 A cost        | B price        | C money       |

Communication 19

Complete the questions with the words from the box.

cost    is there    could    get    else
--

- Excuse me? \_\_\_\_\_ you give us some information, please?
- What \_\_\_\_\_ to do in Great Yarmouth?
- What \_\_\_\_\_ is there?
- How much does it \_\_\_\_\_ ?
- How do you \_\_\_\_\_ there?

**Read the conversation among three friends.  
Underline the correct word or phrase (A, B or C) for each gap.**

*Sam:* How's the project going?  
*Liz:* OK. We've been here C hours.  
*Jim:* <sup>(1)</sup> \_\_\_\_\_ late again.  
*Sam:* I couldn't help it. My bus was late.  
*Liz:* Look at these photos. What do you think?  
*Sam:* They're terrible. Don't you think <sup>(2)</sup> \_\_\_\_\_, Jim?  
*Jim:* No, I don't agree <sup>(3)</sup> \_\_\_\_\_ you. If you ask me, they're the best photos we've found.  
*Liz:* I think <sup>(4)</sup> \_\_\_\_\_, too. Let's put them in the project and finish it.  
We've got to hand it in tomorrow.  
*Sam:* <sup>(5)</sup> \_\_\_\_\_ true. Do you want me to finish it?  
*Jim/Liz:* Yes, definitely!

*Example:*

A since

B with

C for

1 A You're

B You've been

C You're being

2 A it

B so

C this

3 A on

B for

C with

4 A so

B it

C this

6 A It's

B This is

C That's

## 1. RJEŠENJA ZADATAKA

### 5.1. RJEŠENJA ZADATAKA (READING)

R	Redni broj pitanja				
	1.	2.	3.	4.	5.
1.	T	T	F	F	F
2.	d	a	c	b	c
3.	T	F	F	T	NI
4.	F	T	F	F	T
5.	T	T	F	T	F
6.	c	d	a	d	b
7.	F	F	T	T	F
8.	b	b	b	a	c
9.	T	F	F	F	T
10.	F	F	T	T	T
11.	F	T	F	T	T
12.	b	c	a	b	b
13.	F	F	T	T	T
14.	c	b	a	b	b
15.	T	F	T	F	F
16.	NI	T	T	NI	F
17.	F	F	F	T	T
18.	F	F	T	T	F
19.	b	d	c	a	b
20.	F	T	NI	T	F

## 5.2. RJEŠENJA ZADATAKA (VOCABULARY)

V	Redni broj pitanja				
	1.	2.	3.	4.	5.
1.	a	b	a	a	b
2.	relaxed	interested	exciting	amusing	surprised
3.	Carbon dioxide	greenhouse gasses	global warming	renewable energy	fossil fuels
4.	throw away	look after	find out	give up	get on
5.	potatoes	pizza	garlic	fruit	fried
6.	b	b	c	c	a
7.	dangerous	famous	successful	happy	free
8.	lend	earn	bank account	money	spend
9.	a bottle of cola	a tube of toothpaste	a packet of crisps	a box of matches	a bar of chocolate
10.	motive	witnesses	theft	an alibi	kidnapper
11.	security	terrified	put up	weekly	publish
12.	c	e	a	d	b
13.	a light sleeper	nightmare	heavy	over	safe and sound
14.	sports pitch	common room	boarding school	house points	after-school activities
15.	amazed	modest	minor	elegant	exceptional
16.	e	c	d	b	a
17.	scientist	politician	police officer	model	director
18.	cotton	stone	gold	rubber	copper
19.	unusual	invisible	unknown	impossible	incorrect
20.	van	tram	yacht	lorry	snowmobile

### 5.3. RJEŠENJA ZADATAKA (GRAMMAR)

G	Redni broj pitanja				
	1.	2.	3.	4.	5.
1.	hair	is	teeth	is	are
2.	where	who	when	which	whose
3.	herself	myself	themselves	yourself	ourselves
4.	mine	our	hers	theirs	my
5.	a	-	a	the	an
6.	happier	the hardest	more important	the worst	kinder
7.	quickly	well	slowly	hard	impatient
8.	a few	few	a lot of	little	many
9.	Both	neither	most	none	all
10.	a	b	c	b	c
11.	will win	haven't seen	hadn't studied	were watching	is sitting
12.	joining	to go	not to eat	buying	to have
13.	couldn't	didn't have to	had to	couldn't	had to
14.	fit enough	too shy	not well enough	too heavy	not old enough
15.	are you?	haven't you?	can he?	didn't he?	has he?
16.	a	c	b	c	a
17.	d	a	d	a	c
18.	They are planning to climb the mountain on Saturday.	I learnt to speak English on holiday.	Are you asking me to leave the office?	I have never made pancakes.	Can you help me to find my book?
19.	helps	talk	had	I'd	write
20.	... he is going to get a part time job.	... why I dropped out of university.	... it is difficult to find a job here.	... not to close our books.	... my dad gets a good salary.

#### 5.4. RJEŠENJA ZADATAKA (COMMUNICATION)

C	Redni broj pitanja				
	1.	2.	3.	4.	5.
1.	4	2	5	1	3
2.	would	Shall	to	'll (will)	like
3.	e	c	a	d	b
4.	album	be	Thanks	as	Luckily
5.	questions	problem	something	weren't	explain
6.	e	d	a	c	b
7.	B	C	A	C	B
8.	get	have	to	Could	that's
9.	a	d	b	e	c
10.	B	C	A	C	A
11.	Sorry to interrupt	As I was saying	By the way	Changing the subject	Let's talk about that later.
12.	Neither did I	That's true	So do I	Neither do I	So do I
13.	love	can't	mind	prefer	don't
14.	I haven't made up my mind yet.	Shall we go to the cinema?	I don't feel like going to the cinema.	What do you suggest?	Why don't you come to my place?
15.	a	b	a	a	b
16.	What does he look like?	What is he like?	What does he look like?	What does he like?	What is he like?
17.	a	a	b	b	a
18.	A	B	C	C	B
19.	Could	is there	else	cost	get
20.	A	B	C	A	C

## 6. PRIMJER URAĐENOG TESTA

### READING 1

Read the text and decide if the sentences are true (T) or false (F).

#### MARK TWAIN (1835-1910)

Mark Twain's real name was Samuel L. Clemens. He was born in Florida, Missouri, the sixth of seven children. When he was four, Sam's family moved to a small town, Hannibal, on the banks of the Mississippi River. Sam's father died when he was eleven. Soon after, Sam left school and got a job as a printer for a local newspaper.

Sam had several jobs in the 1850s. In 1853, he moved to New York and then to Philadelphia, where he worked on several different newspapers and began writing articles. In 1857, he returned home and worked as a riverboat pilot on the Mississippi River. But when the American Civil War started in 1861, all the traffic along the river stopped.

In 1861, Sam went west to Nevada with his brother, Orion, to work in the silver mines. He hoped to become rich, but he didn't find any silver. He had no money so he got a job on a newspaper in Nevada in 1862. He started using his pen name, Mark Twain, for the first time.

In 1864, Sam moved to San Francisco and got a job on a newspaper there. In 1865, his big break came with the publication of his short story, "Jim Smiley and his Jumping Frog", in newspapers across the country. His writing became very popular.

During a trip to Europe, he met Charles Langdon. Charles showed Sam a picture of his sister, Olivia. Sam fell in love with her at first sight. They were married in 1870.

*The Adventures of Huckleberry Finn* was published in 1884. The fictional town of Saint Petersburg in the novel is similar to Hannibal, the town where Sam grew up. The writer Ernest Hemingway (1899-1961) later said that "All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*. There was nothing before. There has been nothing as good since."

- 1 Sam (Mark Twain) was the youngest child in his family. **F**
- 2 During the American Civil War, Sam worked on the Mississippi River. **F**
- 3 Sam didn't get rich in Nevada. **T**
- 4 His short story "Jim Smiley and his Jumping Frog" was a success. **T**
- 5 Saint Petersburg is a town near Hannibal in the USA. **F**

(5 x 0.5 = 2.5 points)

## VOCABULARY

I Complete the sentences with the words from the box. There is one extra word.

biology    botany    chemistry    maths    medicine
---

- 1 **Biology** is the scientific study of living things, like humans, animals and plants.
- 2 One of our first **chemistry** experiments at school was to produce carbon dioxide.
- 3 **Medicine** is the science of understanding and treating diseases and illnesses.
- 4 My sister loves working with numbers. Her favourite subject is **maths**.
- 5 **Botany** is the scientific study of plants.

(5 x 0.25 = 1.25 points)

II Make nouns from the words in brackets.

- 1 Why some animals become extinct remains a **mystery** (mysterious).
- 2 There is very little **evidence** (evident) to support his ideas.
- 3 The **invention** (invent) of the telephone was important in developing communication.
- 4 The **discovery** (discover) of a new planet is exciting.
- 5 There was a power cut last night and we had no **electricity** (electric) for six hours.

(5 x 0.25 = 1.25 points)

## GRAMMAR

I Put the verbs in brackets in the correct tense: Present Simple, Present Continuous or Present Perfect.

Blind people <sup>(1)</sup>**have used** (use) the Braille system for reading since the 19<sup>th</sup> century.

Braille <sup>(2)</sup>**consists** (consist) of a series of raised dots which <sup>(3)</sup>**represent** (represent) letters of the Latin alphabet.

There are about two million people in the UK with sight problems but only twenty thousand

<sup>(4)</sup>**read**(read) with Braille.

At the moment, experts <sup>(5)</sup>**are discussing** (discuss) how to make Braille more attractive for young people.

(5 x 0.25 = 1.25 points)

**II Put the words in the right order to make sentences.**

1 fluently / you / English / do / speak / ?

**Do you speak English fluently?**

2 drink / so / don't / juice / fast / your / .

**Don't drink your juice so fast.**

3 never / I / read / have / an / such / book / interesting / .

**I have never read such an interesting book.**

4 slowly / repeat / that / can / you / please / ?

**Can you repeat that slowly, please?**

5 finish / today / the / like / project / you / I'd / to / .

**I'd like to finish the project today.**

(5 x 0.25 = 1.25 points)

**COMMUNICATION**

**Read the interview. Underline the correct words.**

Interviewer: <sup>1</sup> Excuse / **Right**. Could you tell me your name, please?

Tony: <sup>2</sup> **Sure** / Not at all. It's Tony Clark.

Interviewer: <sup>3</sup> **Can** / Do I ask you some questions about this morning?

Tony: Yes, of course.

Interviewer: <sup>4</sup> **Starting** / To start with, where were you when the robbery took place?

Tony: I was outside the bank, waiting for my girlfriend. She was in the bank. This man went into the bank and I thought he looked a bit strange.

Interviewer: What do you <sup>5</sup> **exactly mean** / mean exactly ? What was strange about him?

Tony: What I mean is, his clothes were strange. He was wearing a woollen hat, a scarf and a big jacket. But it was really hot this morning, wasn't it?

(5 x 0.5 = 2.5 points)

**TOTAL: 10 points**

## LITERATURA

### Nastavni planovi i programi:

- Nastavni plan i program za osmi i deveti razred devetogodišnje osnovne škole Federacije Bosne i Hercegovine BiH
- Nastavni plan i program za osmi i deveti razred devetogodišnje osnovne škole Kantona Sarajevo

### Udžbenici:

- Amanda Maris, *Challenges 3 - Workbook*, Pearson Education Limited, Harlow Essex UK, 2007
- Amanda Maris, *Challenges 4 - Workbook*, Pearson Education Limited, Harlow Essex UK, 2007
- Anna Sikorzynska, Asmir Mešić, David Mower, Michael Harris, *Challenges 3 - Students' Book - Engleski jezik za osmi razred devetogodišnje osnovne škole*, Harlow Essex UK, 2011
- Anna Sikorzynska, Asmir Mešić, David Mower, Michael Harris, *Challenges 4 - Students' Book - Engleski jezik za deveti razred devetogodišnje osnovne škole*, Harlow Essex UK, 2012
- Maja Mardešić, Mirela Vasić, Olinka Breka, *WAY to go 8 – udžbenik engleskog jezika za 8. razred devetogodišnje osnovne škole*, Sarajevo Publishing d.d., Sarajevo 2011
- Maja Mardešić, Mirela Vasić, Olinka Breka, *WAY to go 8 – radna sveska engleskog jezika za 8. razred devetogodišnje osnovne škole*, Sarajevo Publishing d.d., Sarajevo 2011
- Melanie Williams, Rod Fricker, *Challenges 3 - Total Teacher's Pack*, Pearson Education Limited, Harlow Essex UK, 2007
- Patricia Mugglestone, *Challenges 3 - Teacher's Handbook*, Pearson Education Limited, Harlow Essex UK, 2007
- Patricia Mugglestone, *Challenges 4 - Teacher's Handbook*, Pearson Education Limited, Harlow Essex UK, 2007
- Patricia Mugglestone, *Challenges 3 - Test Book*, Pearson Education Limited, Harlow Essex UK, 2007
- Patricia Mugglestone, *Challenges 4 - Test Book*, Pearson Education Limited, Harlow Essex UK, 2007
- Tom Hutchinson, *Project – udžbenik engleskog jezika za VIII razred osnovne škole*, Oxford University Press, Oxford UK, 2011
- Tom Hutchinson, Lynda Edwards, *Project – Workbook with CD-ROM*, Test multiROM, Oxford University Press, Oxford UK, 2009