



JU Srednja medicinska škola Tuzla

BILTEN

Kantonalnog takmičenja iz engleskog jezika 26.04.2025.



O JU Srednja medicinska škola Tuzla

U novembru 1954. godine je osnovana Medicinska škola Tuzla. Sa dva mjeseca kašnjenja školska 1954/55. je označila kontinuirano postojanje ove vaspitno-obrazovne ustanove. Upisano je 54 učenika u dva odjeljenja i dva zanimanja: medicinski tehničar i dječija njegovateljica. Za zanimanje medicinskog tehničara mogli su konkurisati učenici sa završenih 6 razreda gimnazije, a za zanimanje dječije njegovateljice su konkurisali učenici sa 4 razreda gimnazije, jer je tada u Jugoslaviji na snazi bio školski sistem prema kome je osnovno obrazovanje trajalo 4 godine, srednje 4+4 (ili +3 ili +2).



Za ovih 70 godina postojanja Medicinska škola Tuzla je osposobila kadar za potrebe zdravstva, ali istovremeno je bila mjesto za pripremanje budućih studenata medicine. Uspješno je obrazovala: bolničare, babice, medicinske, farmaceutske, psihogerijatrijske i laboratorijske tehničare, zatim fizioterapeutske, zubarske, sanitarno-ekološke i optičarske tehničare, te frizere.

U školskoj 2024-25. godini upisan je 1171 učenik. Danas se u JU Srednja medicinska škola obrazuju slijedeća zanimanja i obrazovni profili:

- Medicinska sestra-tehničar
- Fizioterapeutski-tehničar
- Medicinski tehničar-EUVET 3
- Farmaceutski tehničar
- Stomatološka sestra-tehničar
- Pedijatrijska sestra-tehničar
- Stomatološka sestrutehničar-zubni tehničar (0,5+0,5)
- Psihogerijatrijska sestra-tehničar

Teorijska nastava iz općeobrazovnih predmeta odvija se u školi dok se praktična nastava izvodi na Univerzitetskom kliničkom centru Tuzla, u Domu zdravlja Tuzla, u obdaništu „Naše dijete“, i u Domu penzionera.



Vijeće učenika u školi djeluje aktivno već duži niz godina i jedno je od prvih učeničkih vijeća koje je osnovano na području Tuzlanskog kantona. Predstavnici Vijeća učestvuju na sastancima Nastavničkog vijeća, a pored problematike škole bavi se i raznim drugim aktivnostima kao što su radionice, seminari, humanitarne akcije, izrada projekata, organizovanje takmičenja, edukacija u i van škole itd. Između Vijeća i škole je ostvarena izuzetna saradnja, što je

donijelo i još uvijek donosi dobre rezultate na svim poljima, te je školi obezbijedila visok ugled i mi težimo da taj ugled održimo na visokom nivou.

Planiramo realizirati:

- Planiranje humanitarnih akcija u decembru svake godine
- Nastavit ćemo aktivno učestvovati na svim seminarima širom BiH
- Uređivanje parka
- Napisati još puno pobjedničkih projekata
- Nastaviti biti prvi i najbolji jer mi:

Imamo bogatu prošlost, gradimo našu

sadašnjost i mislimo na BUDUĆNOST !

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TUZLA - grad domaćin

Tuzla je glavni grad Tuzlanskog kantona, smještena u sjeveroistočnom dijelu BiH.

Okružena je planinama Majevicom (sa sjeverozapada) i Ozrenom, Konjuhom i Javornikom (sa jugozapada).

Opštine sa kojima graniči su: Lopare i Srebrenik (sa sjevera), Kalesija (sa jugoistoka), Živinice (sa juga) i Lukavac (sa zapada).

Površina je 7263 km kvadratnih i zauzima 15% teritorije BiH.

Tuzlanska regija broji preko milion stanovnika. Kroz grad protiče rijeka Jala sa pritokama Solina i Joševica, Grabov i Mramorski potok.

Tuzla ima umjereno-kontinentalnu klimu.

Tuzla je grad soli jer i njeno ime dolazi od turske riječi „tuz“-so.

Grad Tuzla ima bogatu historiju. Prvi pisani podaci potječu iz 950. godine kada je bizantijski car i historičar Konstantin Porfirogenet napisao djelo „De Administrando imperio“ gdje se pominje „Salines“-grad soli.

I ime rijeke Jale vezuje se za grčku riječ „Jalos“-so.

Najstariji podaci se vezuju za neolit. Iz ovoga perioda pronađeno je sojeničko naselje, i brojni predmeti od sive, crne i crvene keramike, kameni noževi, sjekire i strugači.

Posebno su interesantne posude u kojima je kuhana slana voda i prerađivana so.

Iz perioda antike o Tuzli dobivamo podatke iz rimskih i bizantijskih izvora. U tom periodu ove prostore su naseljavala ilirska plemena.



U srednjem vijeku ovi prostori pripadaju župama Usora i Soli koje su smještene između rijeka: Save na sjeveru, Drine na istoku i Bosne na zapadu.

Iz ovoga perioda, u Srebreniku se nalazi stara Gradina-utvrđeni grad koga pominje i ban Stjepan II Kotromanić u svojoj povelji-Dubrovnik. Ostaci stećaka-jedinstvene vrste nekropola u svijetu takođe se nalaze na više lokaliteta oko Tuzle.

1463.godine Bosna pada pod tursku vlast. Počinje nova epoha u kojoj se sudaraju istok i zapad.

Stvara se jedno novo vjersko i kulturno područje u cijeloj zemlji pa i Tuzli. Iz ovoga perioda najznačajnije građevine su džamije. U Tuzli su to Hadži-Hasanova (Čaršijska) i Atik-džamija u Gornjoj Tuzli.

Za ovaj period se vezuje i početak obrazovanja.

U 17.stoljeću osnovana je Behram-begova Medresa u Tuzli.



Nekadašnji ulaz u Behram-begovu medresu (lijevo) i nekadašnji izgled Kapije (desno).

1878.godine Bosna dolazi pod Austro-ugarsku vlast. Počinje novo razdoblje za Tuzlu.

1875.godine Tuzla je sjedište tuzlanskog okruga.

Grad i opština doživljavaju ubrzani privredni razvoj. Počinje eksploatacija prirodnog bogatstva, pa je prerada soli prvo počela u Simin Hanu a kasnije i u Kreki.

Izgrađuje se usko-tračna pruga Simin Han-Doboj u dužini od 67 km.

1885.počinja eksploatacija uglja, početak stvaranja rudnika Kreka.

1918.godine ulazi u sastav Kraljevine SHS,a kasnije Kraljevine Jugoslavije. Na ovim prostorima se stvara jak radnički pokret, a uticaj Komunističke partije Jugoslavije (KPJ) se povećava. Rezultat toga je i organizovanje čuvene Husinske bune, koja predstavlja prvi veliki otpor radnika protiv režima ne samo Tuzle već čitave države Kraljevine SHS.

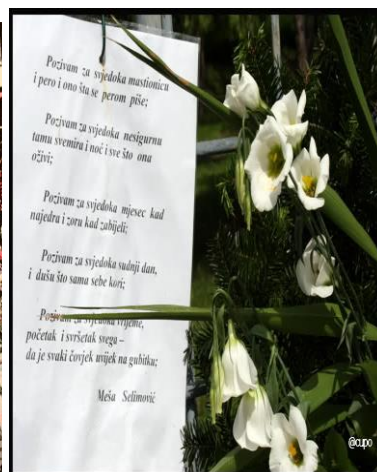
U toku II.Sv.rata u Tuzli djeluje jak antifašistički pokret.

2.10.'43.godine jedinice narodnooslobodilačke vojske prvi put oslobađaju Tuzlu.

17.09.'44.godine-drugi ulazak partizana u Tuzlu.

1992.godine Tuzla je sjedište velike slobodne teritorije. Prihvatila je veliki broj prognanih i izbjeglih iz Podrinja i Srebrenice.

25.05.'95.godine s agresorskih položaja je ispaljena granata (Ozren), kada je stradala tuzlanska mladost. To je jedan od najvećih zločina koji se dogodio u Tuzli i Bosni i Hercegovini u posljednjem oslobodilačkom ratu.



Tuzla danas

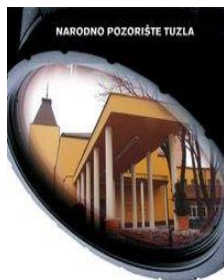
Danas je Tuzla veliki kulturni i naučni i industrijski centar BiH. Danas je sjedište 13 fakulteta na 44 studijske grupe.

Na području kantona egzistiraju 33 srednje škole od kojih je 7 gimnazija i jedna medresa.

Osnovnih škola je 88 od kojih je jedna privatna osnovna škola. Veliki je broj predškolskih ustanova i vrtića.

U Tuzli je smješten UKC (Univerzitetsko-klinički centar) i Centar za srce. Tuzla je i središte kulturnog zbivanja ovog područja. Veliki je broj kulturnih institucija, a nosioci kulturnih dešavanja su :

- Narodno pozorište Tuzla
- Bosanski kulturni centar Tuzla (BKC)
- Muzej istočne Bosne
- Narodna i univerzitetska biblioteka Tuzla i
- Arhiv Tuzla.



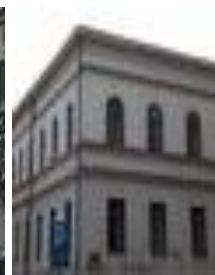
Narodno pozorište Tuzla



BKC Tuzla



NuiB Tuzla



JU Arhiv TK

U Tuzli djeluje veliki broj sportskih klubova i društava.

Tuzla je nosilac privrednog razvoja ne samo ovog dijela BiH nego i cijele države.

Veliki privredni giganti su Termoelektrana, rudnici Kreka, Dita itd.

Veličina ovog grada je u njenim ljudima, ljudima velike duše, širokog osmijeha, koji znaju prepoznati dobro i njegovati ga.

To je grad velike tolerancije i recept za sretniju i pravedniju BiH.

Da je tako, govori podatak da u posljednjem ratu na ovim prostorima nije bilo međunacionalnih sukoba.

1993.godine evropski parlament je donio rezoluciju o podršci gradu Tuzli kada je Barcelona dodijelila svoje najveće priznanje „Alfonso Comin“ za odbranu demokratije i tolerancije u teškim uslovima rata.

Najveća turistička destinacija je Panonika i memorijalni kompleks „Slana banja“ gdje počiva tuzlanska mladost.



DOBRO DOŠLI U GRAD NA ZRNU SOLI !

Kantonalno takmičenje iz engleskog jezika

26.04.2025.

Zaduženja nastavnika po razredima

1. PRIPREMA UČIONICA ZA ODRŽAVANJE TAKMIČENJA

KOMISIJA ZADUŽENA ZA PRIPREMU UČIONICA ZA TREĆE RAZREDE (PRVI SPRAT)

1. Ehlimana Selimović, predsjednik
2. Hajra Jusufović
3. Emina Begić
4. Sanela Muminović

KOMISIJA ZADUŽENA ZA PRIPREMU UČIONICA ZA DRUGE RAZREDE (NOVI OBJEKAT)

1. Selma Mujanović, predsjednik
2. Rakovac Amela
3. Mela Nurkić
4. Sadeta Halilović

KOMISIJA ZADUŽENA ZA PRIPREMU UČIONICA ZA PRVE RAZREDE (DRUGI SPRAT)

1. Lejla Kusturica Divjak, predsjednik
2. Ramić Sanela
3. Mesud Smajlović
4. Merima Bajrić

2. ORGANIZACIJA ZA PRIJEM UČENIKA I NASTAVNIKA NA DAN TAKMIČENJA

Prijem gostiju (od 8:15 do 8:30)

Komisija za prijem gostiju:

1. Selma Mujanović
2. Ehlimana Selimović
3. Amira Džafić
4. Lejla Kusturica Divjak
5. Alma Hadžiselimović
6. Mehmed Čičkušić
7. Halid Bešić

Nakon završetka priredbe učenici će biti upućeni u učionice u kojima će se održati takmičenje.

USMJERAVANJE UČENIKA U UČIONICE ZA TAKMIČENJE I DEŽURA U UČIONICAMA TOKOM TAKMIČENJA

Komisija zadužena za UČIONICA	PRVE RAZREDE TESTATORI/PRVI RAZRED
1	1. Mahmutović Nedim 2. Ines Durmić
2	1. Husić Lejla 2. Samra Cipurković
3	1. Harisa Šarić 2. Sabahudin Ograšević
4	1. Stijepić Brankica 2. Muhamed Omazić
5	1. Mirsada Sprečić 2. Azra Skenderović Kalender
6	1. Elvisa Jusufović 2. Emina Begić

RASPORED KOMISIJA ZA OCJENJIVANJE RADOVA

KOMISIJE	LOKACIJA	OBRADA PODATAKA
KOMISIJA ZA PRVI RAZRED	KABINET ZDRAVSTVENE NJEGE	Brčaninović Džemo
KOMISIJA ZA DRUGI RAZRED	KABINET ZDRAVSTVENE NJEGE	Senaid Ključanin
KOMISIJA ZA TREĆI RAZRED	KABINET ZDRAVSTVENE NJEGE	Amer Hasanović



TAKMIČENJE IZ ENGLESKOG JEZIKA
za učenike srednjih škola Tuzlanskog kantona
1. RAZRED

26. mart 2025. godine

Organizatori:

Pedagoški zavod Tuzlanskog kantona, Javna ustanova Srednja medicinska škola Tuzla i Aktiv nastavnika i profesora engleskog jezika Tuzlanskog kantona

Uputstvo:

Pred Vama je ispitni materijal sastavljen od bogate udžbeničke literature koja je do danas objavljena u svijetu.

Podatke o sebi ćete dati dežurnom nastavniku radi šifriranja ispitnog materijala na način kako vam to bude saopšteno.

Ne počinjite sa izradom testa dok ne dobijete odobrenje od dežurnog nastavnika. Pitanja pažljivo pročitajte, a onda hemijskom olovkom ili nalivperom prenesite svoj odgovor isključivo na posebnom listu – *answer sheet* koji ste dobili za izradu testa. Pišite jasno i čitljivo. Pogrešni, višestruki i nejasni odgovori se ne boduju. Napišite samo jedan odgovor na svako pitanje.

Kada završite sa ispitom, lista sa odgovorima predajte dežurnom nastavniku.

Planirano vrijeme izrade je 110 minuta, bez pauze.

Vjerujte u svoje sposobnosti. Računamo na *fair play* i vaše napredovanje i uspješno uključivanje u svjetske tokove nauke.

Želimo Vam puno uspjeha,

Part 1

You are going to read an article about guidebooks to London. For questions 21-35, choose from the guidebooks (A-G). The guidebook may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Of which guidebook(s) is the following stated?

It is frequently revised.

0	F
---	---

It is quite expensive.

21	
----	--

It is not aimed at local people.

22	
----	--

Its appearance is similar to other books by the same publisher.

23	
----	--

It contains some errors.

24	
----	--

It is reasonably priced.

25	
----	--

It shows great enthusiasm for the city.

26	
----	--

It has always been produced with a particular market in mind.

27	
----	--

It is written by people who have all the latest information.

28	
----	--

It is written in a friendly style.

29		30	
----	--	----	--

It is part of the first series of its kind to be published.

31	
----	--

It omits some sights which should be included.

32	
----	--

It contains more information than other guides.

33	
----	--

It might appeal to London residents.

34	
----	--

Its information about places to eat is enjoyable to read.

35	
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London Guidebooks

Visitors to London, which has so much to offer, need all the help they can get. Alastair Bickley takes his pick of the capital's guidebooks.

Guidebook A

Informal and familiar in tone, this valuable book has much to offer. Produced by the same people who put together London's principal listings magazine, this is right up to date with what's happening in the city – very much its home ground. It is concise enough to cater for those staying for just a couple of days, yet covers all areas of interest to visitors in an admirably condensed and approachable way. On balance, this is the single most handy book to have with you in London.

Guidebook B

This book is beautifully illustrated, with cutaway diagrams of buildings and bird's-eye-view itineraries rather than plain maps. This is a model of the clear professional design that is the recognisable trademark of this series. Its coverage of the main sights is strong, and visually it's a real treat – a delight to own as a practical guide. It's a bit pricey but well worth a look.

Guidebook C

Probably the best-suited for a longish stay in the city. This guide surpasses its competitors in its sheer depth of knowledge and in the detail it provides. It's particularly handy for the thorough stroller with plenty of time on his or her hands, covering virtually every building or monument of any interest – and with well-drawn maps of each area. Its coverage of all types of restaurants, which encourages you to go out and try them, can also be appreciated from the comfort of your armchair.

Guidebook D

In many ways, this serviceable guide is broadly comparable to the other guides but, whereas many of them feel as though they come from the 'inside', this feels geared towards visitors from elsewhere in the English-speaking world. It has its strengths, offering decent coverage of the sights, museums and inexpensive places to eat.

Guidebook E

It is astonishing – and perhaps the greatest tribute one can pay to London as a city – that it's possible to have a high-quality holiday there and scarcely spend anything on admission charges. In this guide, the obvious bargains (National Gallery, British Museum, etc.) are almost lost among an impressive range of places which cost nothing to visit. It should pay more attention to the numerous wonderful churches in the City of London but otherwise this is a must for the seriously budget-conscious or the Londoner who is looking for something different (like me). The book itself isn't quite free, but at £4.95, it's not far off it.

Guidebook F

This is the latest in the longest-standing series of budget guides and, unlike its competitors, it is still definitely aimed at young backpackers. Its description of the sights is less detailed than most and the accuracy of some of the information is surprisingly poor for such a regularly updated publication. However, it manages to cram in everything of significance, and is strongly weighted towards practicalities and entertainment.

Guidebook G

Here is a guide which comes with a distinct personality rather than following the style of the series to which it belongs. It is chatty, companionable, opinionated, crammed full of history and anecdotes as well as practical information. I can best describe the experience (for that's what it is) of reading this book as follows: imagine arriving in town and being taken in hand by a local who is determined to show you the best of everything and to give you the benefit of their considerable experience of a city for which they obviously hold a passion.

Part 2

For questions 1-11, complete the second sentence so that it means the same as the first, using no more than three words.

Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

Example: A new car is expensive to buy.

It costs a LOT OF MONEY to buy a new car.

1. Large cars use more petrol than small cars.
Small cars don't use aslarge cars.
2. Check your tyres before a long journey.
Before a long journey, rememberyour tyres.
3. When I was young, I drove a small car.
I used toa small car when I was young.
4. My car windscreen was broken by a stone.
A stonemy car windscreen.
5. Who does this van belong to?
Whosethis?
6. I was taken to the zoo by my friend Maria.
My friend Mariato the zoo.
7. We had a map but it was difficult to find the zoo.
Although we had a map, we.....find the zoo easily.
8. The car park was outside the main entrance.
There was somewhere.....outside the main entrance.
9. We wore sun hats because it was very hot.
It was.....that we wore sun hats.
10. Maria suggested going to see the monkeys.
Maria said, 'Why don't we.....the monkeys?'
11. The elephants were my favourite animals.
I liked the elephants.....any other animal.

Part 3

You are going to read a newspaper article about a dentist. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (9-15). There is one extra which you do not need to use. Mark your answers on the separate answer sheet.

Fun at the Dentist's?

If you walk into W. Lloyd Jerome's dental surgery in the centre of Glasgow, you'll see bright modern paintings on the wall and a fashionable blue couch which patients sit on while he checks their teeth. Jerome says, 'Fifty per cent of the population only go to the dentist when they're in pain rather than attending for regular check-ups. That's because they're frightened.'

To counteract this, he has tried to create an environment where people are not afraid. **9** I find that's one of the things that people associate with pain. In fact, my philosophy is that dental treatment should take place in an atmosphere of relaxation, interest and above all enjoyment.'

Which is all highly shocking for anyone (most of us in fact) who has learnt to associate dental treatment with pain, or at the very least, with formal, clinical visits. Jerome says, **10**

Virtual-reality headsets are one of his new relaxation techniques. **11** The headsets are used for the initial check-up, where the patient sits comfortably on the blue couch and watches a film about underwater wildlife while I look at their teeth. Then the headset switches to a special camera, to give the patient a visual tour around their mouth.' Surprisingly, most patients seem to enjoy this part of their visit to the dentist.

Another key point is that the surgery smells more like a perfume shop than a dentist's. Today there is the smell of orange. Jerome explains, **12** Smell is very important. That dental smell of surgical spirit can get the heart racing in minutes if you're frightened of dentists.' I certainly found the delicate smell in the surgery very pleasant.

Although he is known as Glasgow's most fashionable dentist, Jerome is keen to point out that he takes his work very seriously. **13**

For example, Jerome uses a special instrument which sprays warm water on the teeth to clean them, rather than scraping them. **14**

Five years ago, Jerome went to the United States to do research into dental techniques. **15**, he explains. He sees his patient-centred attitude as the start of a gradual movement towards less formality in the conservative British dentistry profession.

At that moment, a patient arrives. Jerome rushes over, offers him a cup of tea (herbal or regular), asks him what video he'd like to watch and leads him gently towards the chair. The patient seems to be enjoying this five-star treatment and no wonder. The surgery seems more like an elegant beauty parlour than a mainstream dental practice.

- A One of the things I found out there was that when you make it easier for the patient you make it easier for yourself.
- B That's why I took the decision not to wear a white coat.
- C If people are relaxed, entertained, and correctly treated, they will forget such previous negative experiences.
- D The relaxation techniques are important, but the quality of the treatment is of course the most important thing.
- E We were the first practice in Britain to introduce them and they're proving popular.
- F It feels a bit strange at first, but as long as people are relaxed, it's not painful at all.
- G Now I'm sure that they actually look forward to their visits here.
- H When people walk in, I want them to realise with all their sense that it's not like going to the dentist's.

Part 4

Read the text and questions (21-25) below. For each question, mark the letter next to the correct answer decide which answer (A, B, C or D).

Write your answers on the separate answer sheet.

"The best age to start learning the violin is between three and six," says Margaret Porter, a violinist and music teacher. "It's the time when you are learning about the world." Margaret, who lives in London, prefers to take pupils at three and four, although she has made lots of exceptions for keen five-year-olds. When she started teaching the violin in 1972, her first class consisted of her children's five-year-old school friends.

Margaret's pupils have group lessons. Each group has about a dozen pupils and each lesson lasts an hour, once a fortnight. In addition, each pupil has one individual lesson a week with her. Parents also have to attend the classes. It is important that the parents take an active interest in the lessons.

From the earliest lessons pupils learn to play by ear. They do not even try to read music until they have been playing for several years, and for a long time there is a big difference between their playing and reading of music. Margaret says that her method is not supposed to produce great violinists, and always suggests that pupils who perform particularly well should leave and study the violin using more traditional methods.

21 What is the writer trying to do in the text?

- A) explain why Margaret likes teaching the violin
- B) describe a different way of learning the violin
- C) give advice on how to find a music teacher
- D) explain why Margaret has a lot of pupils

22 Why should someone read the text?

- A) to discover how Margaret learnt the violin
- B) to learn why it is important to read music
- C) to find out about Margaret's teaching method
- D) to learn why children should play the violin

23 What opinion does Margaret have about her best pupils?

- A) They ought to find another teacher.
- B) They will become great violinists using her method.
- C) They could try harder.
- D) They take several years to learn to read music.

23 Margaret's first pupils were

- A) her children.
- B) three- and four-year-olds.
- C) her own friends.
- D) her children's friends.

24 Which of the following would Margaret include in an advertisement for her classes?

A

Learn to play the violin
with your children -
2 lessons a week.

B

Watch your children
learn to play the violin.

C

Group violin lessons for
children - no more than
5 per group.

D

We'll look after your
children while
you learn the violin.

Part 5

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example:

0 INACCURATE

Koalas

Koalas are often called 'bears' but this is (0) as a koala is not a bear but a marsupial - a mammal whose young are carried by the female in a pouch. Koalas are found in coastal regions of eastern and southern Australia, but can also be found a considerable (25) from the sea, in areas with enough moisture to support the type of woodlands which are (26) for them. A koala's average life expectancy is about twelve years, but if its habitat is quiet and (27), it will live longer than if it lives in a built-up area. The (28) of a koala varies from about five to fourteen kilograms.

ACCURATE

DISTANT

SUIT

DISTURB

WEIGH

The habitat requirements of a koala include the (29) of eucalyptus trees. The higher the (30) of these trees, the better the habitat quality. Koalas can eat (31) 350 grams of leaves a day. However, the leaves from the eucalyptus can be extremely (32) To overcome this problem, the koala removes any (33) chemicals from the leaves with the aid of a specially adapted digestive system. As the leaves are not a very good source of calories, energy (34) is a high priority for the animal. It achieves this by sleeping up to sixteen hours a day.

PRESENT

DENSE

APPROXIMATE

HARM

POISON

CONSERVE

Part 6

For questions 1-15, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A joined B held C were D took

0	A	B	C	D
---	---	---	---	---

THOMAS EDISON

On the night of 21 October 1931, millions of Americans (0) part in a coast-to-coast ceremony to commemorate the passing of a great man. Lights (1) in homes and offices from New York to California. The ceremony (2) the death of an inventor – indeed, to many people, the most important inventor of (3) time: Thomas Alva Edison.

Few inventors have (4) an impact as great as his on everyday life. While most of his 1,000-plus inventions were devices we no (5) use, many of the things he invented played a crucial (6) in the development of modern technology, simply by showing what was possible. And one should never (7) how amazing some of Edison's inventions were.

In so many ways, Edison is the perfect example of an inventor, by which I (8) not just someone who (9) up clever gadgets, but someone whose products transform the lives of millions. He possessed the key characteristics that an inventor needs to (10) a success of inventions. Sheer determination is certainly one of them. Edison famously tried thousands of materials while working (11) a new type of battery, reacting to failure by cheerfully (12) to his colleagues: 'Well, (13) we know 8,000 things that don't work.' Knowing when to take no (14) of experts is also important. Edison's proposal for electric lighting circuitry was (15) with total disbelief by eminent scientists, until he lit up whole streets with his lights.

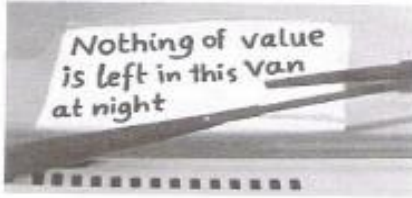
- | | | | |
|-------------------|-----------------|---------------|-------------|
| 1 A turned out | B came off | C went out | D put off |
| 2 A marked | B distinguished | C noted | D indicated |
| 3 A whole | B full | C entire | D all |
| 4 A put | B had | C served | D set |
| 5 A further | B later | C wider | D longer |
| 6 A effect | B place | C role | D share |
| 7 A underestimate | B lower | C decrease | D mislead |
| 8 A mean | B think | C suppose | D express |
| 9 A creates | B shapes | C dreams | D forms |
| 10 A gain | B make | C achieve | D get |
| 11 A up | B through | C on | D to |
| 12 A announcing | B informing | C instructing | D notifying |
| 13 A by far | B at least | C even though | D for all |
| 14 A notice | B regard | C attention | D view |
| 15 A gathered | B caught | C drawn | D received |

Part 7

Look at the text in each question (1-5). What does it say? Mark the correct letter A, B or C on your answer sheet.

Example:

0



- A Valuable objects are removed at night.
- B Valuables should not be left in the van.
- C This van is locked at night.

Answer: A B C

1

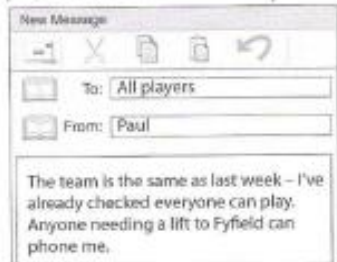
Road repairs starting here on 1st September for four weeks — expect delays

Tickets booked within seven days of a performance are kept for collection.

- A This part of the road will open again on 1st September.
- B Your journey may take longer on this road in September.
- C We are expecting more traffic on this road in September.

C We don't post tickets booked one week or less before the performance.

4



- A Players who have a problem getting to the Fyfield match should contact Paul.
- B Anyone who wants to play in the Fyfield game needs to speak to Paul.
- C Team members who are not available for the Fyfield match must phone Paul.

5

IMPROVED SERVICE:
From next month this bank will remain open until 2 pm on Saturdays

- A After next month the bank will be open all weekend.
- B The bank closes at 2 pm on weekdays.
- C The bank will have longer opening hours in future.

Part 9

Read the sentences below about an Arctic expedition. Refer to the text to determine if each statement (11-20) is correct or incorrect.

If the statement is correct, mark A on your answer sheet. If the statement is incorrect, mark B on your answer sheet.

11. A building was prepared for the scientists to work in upon their arrival in northern Canada.
12. This was the first instance of scientists testing Arctic seawater during winter.
13. The expedition collected information to help explain the causes of climate change.
14. Ann had previously been on an expedition to the North Pole.
15. Ann underwent special training to build enough strength for the expedition.
16. Throughout her career, Ann has discovered techniques to cope with the cold.
17. Ann's team successfully accomplished all their objectives.
18. Helen was aware that conducting experiments in freezing conditions would be challenging.
19. When Helen ventured onto the ice, she carried equipment to deter wild animals.
20. The research from the expedition is now accessible to other scientists.

Arctic Expedition

Ann Daniels and Helen Findlay braved the dangers of polar bears, thin ice, and frostbite when they joined an Arctic expedition in 2010.

The expedition team included six scientists and a separate group of three explorers. While Helen and the other scientists were setting up a laboratory on the ice in northern Canada, Ann and two other explorers embarked on a 500-kilometer trek across floating sea ice from Greenland to the North Pole.

Both teams aimed to measure ice thickness at various Arctic locations. They also collected water samples to analyze changes in seawater chemistry and its effects on marine life. Previous expeditions had only tested seawater in the summer using ships, but this was the first time it was collected from beneath the ice. This research was crucial for understanding potential changes in oceans worldwide due to climate change.

Ann Daniels, formerly a bank employee, answered an advertisement in 1996 inviting ordinary women to participate in a North Pole trek. Since then, she has become one of the world's top professional polar explorers. To prepare for the 2010 expedition, she and her two teammates attended a week-long fitness camp, training to haul 120-kilogram sledges across the ice for 12 hours a day.

Despite her experience, Ann struggled with the extreme cold. "It gets into your bones and never leaves you, even when you're in your tent at night," she said. "Especially at the end of an expedition when you're totally exhausted." Yet, she successfully led her team for 73 days, ensuring all necessary samples and data were collected.

Helen Findlay worked at the laboratory site in Canada. Although she had visited the Arctic before, she had never been there in winter and quickly realized how challenging it was to conduct experiments in such harsh conditions. While the lab tents were heated, working outside was difficult, as thick clothing and gloves made even simple tasks take twice as long. When collecting samples on the ice, the scientists were accompanied by two guides armed with guns and bangers to deter polar bears drawn by the scent of humans.

Despite the hardships, both Ann and Helen remained on the ice for the entire project, and their research findings have been widely published.

Additional test

For questions 31-40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

Here is an example (0).

Write only the missing words on the separate answer sheet.

Example:

0 You must do exactly what the manager tells you.

carry

You must instructions exactly.

The space can be filled by the words 'carry out the manager's' so you write:

0 *carry out the manager's*

- 31 The teacher postponed the theatre trip until the summer term.
off
The theatre tripthe teacher until the summer term.
- 32 "What's the width of this cupboard?" Rebecca asked her sister.
wide
Rebecca asked her sisterwas.
- 33 George spent ages tidying up his room.
took
Itup his room.
- 34 Claire accidentally damaged my book.
mean
Clairemy book.
- 35 A famous architect designed Dr Schneider's house for her.
had
Dr Schneider..... a famous architect.
- 36 "Peter, you have eaten all the ice-cream!" said his mother.
accused
Peter's mother.....all the ice-cream.
- 37 Jim fell off his bike because he wasn't looking where he was going.
paying
If Jimto where he was going, he wouldn't have fallen off his bike.
- 38 Maria apologised for breaking Sarah's camera.
sorry
Maria said shebroken Sarah's camera.
- 39 We might not find it easy to book a seat at the last minute.
could
Itus to book a seat at the last minute.
- 40 It was wrong of you to borrow my jacket without asking.
ought
Youbefore you borrowed my jacket.

Part 1 (15 pts)

21 ___ 22 ___ 23 ___ 24 ___ 25 ___ 26 ___ 27 ___ 28 ___
29/30 ___/___ 31 ___ 32 ___ 33 ___ 34 ___ 35 ___

Part 2 (11 pts)

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____
7 _____ 8 _____ 9 _____
10 _____ 11 _____

Part 3 (7 pts)

9 ___ 10 ___ 11 ___ 12 ___ 13 ___ 14 ___ 15 ___

Part 4 (5 pts)

21 ___ 22 ___ 23 ___ 24 ___ 25 ___

Part 5 (10 pts)

25 _____ 26 _____ 27 _____ 28 _____
29 _____ 30 _____ 31 _____ 32 _____
33 _____ 34 _____

Part 6 (15 pts)

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___
10 ___ 11 ___ 12 ___ 13 ___ 14 ___ 15 ___

Part 7 (5 pts)

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

Part 8 (12 pts)

13 _____ 14 _____ 15 _____ 16 _____ 17 _____ 18 _____
19 _____ 20 _____ 21 _____ 22 _____ 23 _____ 24 _____

Part 9 (10 pts)

11 ___ 12 ___ 13 ___ 14 ___ 15 ___ 16 ___ 17 ___ 18 ___ 19 ___ 20 ___

Additional test (10 pts)

31 _____	32 _____
33 _____	34 _____
35 _____	36 _____
37 _____	38 _____
39 _____	40 _____

1st grade 2025 - Key

Part 1

21 B 22 D 23 B 24 F 25 E 26 G 27 F 28 A
 29/30 A/G (in either order) 31 F 32 E 33 C 34 E 35 C

Part 2

1 much petrol as 2 to check 3 drive
 4 broke 5 van is 6 took me
 7 couldn't/ could not/
 didn't / did not 8 to park 9 so (very) hot/ sunny
 10 go to/and see 11 more/ better than

Part 3

9 B 10 C 11 E 12 H 13 D 14 F 15 A

Part 4

21 B 22 C 23 A 24 D 25 B

Part 5

25 distance 26 suitable 27 undisturbed 28 weight 29 presence
 30 density 31 approximately 32 poisonous 33 harmful
 34 conservation

Part 6

1 C 2 A 3 D 4 B 5 D 6 C 7 A 8 A 9 C
 10 B 11 C 12 A 13 B 14 A 15 D

Part 7

1 B 2 A 3 C 4 A 5 C

Part 8

13 off/after 14 What 15 than 16 them/golfers 17 Every/Each 18 between
 19 spite 20 then/there 21 when/once/after/as 22 to 23 that/this 24 has

Part 9

11 B 12 A 13 B 14 A 15 A 16 B 17 A 18 A 19 B 20 A

Additional test key

31 was | put off by 32 how | wide the / this cupboard 33 took George / him
 ages | to tidy 34 didn't mean | to damage 35 had her house | designed by
 36 accused him of | eating 37 had been paying | attention 38 was sorry | for
 having / that she had 39 could be difficult / hard | for 40 ought to | have asked
 (me / permission)



TAKMIČENJE IZ ENGLSKOG JEZIKA
za učenike srednjih škola Tuzlanskog kantona
2. razred

26. mart 2025. godine

Organizatori:

Pedagoški zavod Tuzlanskog kantona, Javna ustanova Srednja medicinska škola Tuzla i Aktiv nastavnika i profesora engleskog jezika Tuzlanskog kantona

Uputstvo:

Pred Vama je ispitni materijal sastavljen od bogate udžbeničke literature koja je do danas objavljena u svijetu.

Podatke o sebi ćete dati dežurnom nastavniku radi šifriranja ispitnog materijala na način kako vam to bude saopšteno.

Ne počinjte sa izradom testa dok ne dobijete odobrenje od dežurnog nastavnika. Pitanja pažljivo pročitajte, a onda hemijskom olovkom ili nalivperom prenesite svoj odgovor isključivo na posebnom listu – *answer sheet* koji ste dobili za izradu testa. Pišite jasno i čitljivo. Pogrešni, višestruki i nejasni odgovori se ne boduju. Napišite samo jedan odgovor na svako pitanje.

Kada završite sa ispitom, lista sa odgovorima predajte dežurnom nastavniku.

Planirano vrijeme izrade je 110 minuta, bez pauze.

Vjerujte u svoje sposobnosti. Računamo na *fair play* i vaše napredovanje i uspješno uključivanje u svjetske tokove nauke.

Želimo Vam puno uspjeha,

Part 1

You are going to read a magazine article about theme parks in Britain. For questions 16-30, choose from the theme parks (A-E). The theme parks may be chosen more than once. Mark your answers on the answer sheet.

Variations on a Theme

If you're thinking of taking children to a theme park, there are dozens to choose from in Britain. We asked five families to test the best.

A Fun Island – The Burns family

Last year we went to a huge theme park in the US and we thought that Fun Island might seem dull by comparison. In fact, we were impressed. The park tries hard to cater for younger children, so our three-year-old didn't feel left out. The kids all loved the Crocodile Ride and the Giant Wheel. There's a special dodgems ride for the very young kids, which was a great success. For older children, there are scarier rides, such as Splash Out, where you end up jumping in a pool! After five hours, Steve and I were ready to call it a day, but the children objected because they were having such fun. Our only criticism would be that the park is slightly lacking in atmosphere, and the scenery leaves something to be desired. But the staff are extremely helpful and we felt it was clean, well organised and very security-conscious.

B Wonderland – The McMillan family

None of us had been to a theme park before, so we didn't know what to expect. We thought Oscar might be too young, but he adored it. He was in heaven on the Mountain Train, and particularly liked Little Land, with its small replicas of famous buildings that were at his level! The older children enjoyed the ferris wheel, and loved driving the toy cars on a proper road layout. We spent six hours there and were glad that there were places where you could put your feet up. The landscaping is perfect and the staff very helpful and friendly. And there's something for everyone, adults included.

C Adventure World – The Jeffree family

After seven hours we felt there was still a lot to see. The children loved the Big Top Circus, which had a fantastic trapeze act and kept us on the edge of our seats. We went on the Terror Line and, although the girls were rather scared and kept their eyes shut most of the time, they said they'd enjoyed it. Their favourite ride was Running River, where you think you're going to get soaked, but you don't. For younger children, Toy Land is great fun. The children had a look at the new ride, Fear

Factor, but we breathed a sigh of relief when they found that they were too small to go on it! The park is so well designed that even queuing for rides isn't too boring. It's spotlessly clean, and the staff are great. On one ride I couldn't sit with both girls, so a member of staff offered to go with one of them.

D The Great Park – The Langridge family

We arrived at one o'clock and were disappointed that the park was only open until 5 p.m. This is a super theme park for younger children because the rides aren't too terrifying. I'm a real coward but even I enjoyed myself. We all adored Exotic Travels, a boat ride which starts off quite tamely and then becomes terrific fun. We queued for half an hour for Lightning River, and then it was over before we knew it! I wouldn't go on the Big Leap, but if you have the nerve, it looked great. If the children had been a little older, they might have found it a bit tame, but they were all in the right age group and they loved it.

E Fantasy World – The Breakall family

According to the park's advertising there is 'No Limit to the Fun', and we certainly felt that was true. Europe's tallest roller-coaster, the Rocket, dominates the skyline, and Ben thought it was the most terrifying of the rides, although Jennie said the Hanger, where you hang upside-down 30 metres above the ground, was even worse! There are a dozen or so main rides, which the older children went on several times. Sarah was too small for a couple of them, but enjoyed the Long Slide. We found the staff attitudes were mixed. Some of them were great with the younger children, but the welcome wasn't always as warm. You need a full day to enjoy Fantasy World. We wouldn't have dared tell the kids we were going home early.

Of which theme parks are the following stated?

We had no previous experience of places like this.

16	
----	--

Some of the children showed they were frightened on a certain ride.

17	
----	--

The children were all young enough to enjoy it.

18	
----	--

It was good that you could find somewhere to rest.

19	
----	--

It was more enjoyable than we had expected.

20	
----	--

The children disagreed about what was the most frightening ride.

21	
----	--

The surroundings are not particularly attractive.

22	
----	--

We didn't mind having to wait to go on the rides.

23	
----	--

The children wanted to stay longer than we did.

24	
----	--

One of the rides seemed to finish very quickly.

25	
----	--

We were glad that the children couldn't go on a certain ride.

26	
----	--

One of the children had a better time than we had expected.

27	
----	--

It makes a claim which is accurate.

28	
----	--

None of the rides would frighten young children very much.

29	
----	--

The manner of some employees seemed rather unfriendly.

30	
----	--

Part 2

You are going to read an article about a man who makes works of art out of seashells. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the answer sheet.

THE SHELL ARTIST

At the age of 83 Peter Cooke has become a master of his art.

There are still many things that Peter Cooke would like to try his hand at – paper-making and feather-work are on his list. For the moment though, he will stick to the skill that he has been delighted to perfect over the past ten years: making delicate and unusual objects out of shells.

'Tell me if I am boring you,' he says, as he leads me round his apartment showing me his work. There is a fine line between being a bore and being an enthusiast, but Cooke need not worry: he fits into the latter category, helped both by his charm and by the beauty of the things he makes.

He points to a pair of shell-covered ornaments above a fireplace. 'I shan't be at all bothered if people don't buy them because I have got so used to them, and to me they're adorable. I never meant to sell my work commercially. Some friends came to see me about five years ago and said, "You must have an exhibition – people ought to see these. We'll talk to a man who owns an art gallery". The result was an exhibition in London, at which 70 per cent of the objects were sold. His second exhibition opened at the gallery yesterday. Considering the enormous prices the pieces command – around £2,000 for the ornaments – an empty space above the fireplace would seem a small sacrifice for Cooke to make.

There are 86 pieces in the exhibition, with prices starting at £225 for a shell-flower in a crystal vase. Cooke insists that he has nothing to do with the prices and is cheerily open about their level: he claims there is nobody else in the world who produces work like his, and, as the gallery-owner told him, 'Well, you're going to stop one day and everybody will want your pieces because there won't be any more.'

'I do wish, though,' says Cooke, 'that I'd taken this up a lot earlier, because then I would have been able to produce really wonderful things – at least the potential would have

been there. Although the ideas are still there and I'm doing the best I can now, I'm more limited physically than I was when I started.' Still, the work that he has managed to produce is a long way from the common shell constructions that can be found in seaside shops. 'I have a miniature mind,' he says, and this has resulted in boxes covered in thousands of tiny shells, little shaded pictures made from shells and baskets of astonishingly realistic flowers.

Cooke has created his own method and uses materials as and when he finds them. He uses the cardboard sent back with laundered shirts for his flower bases, a nameless glue bought in bulk from a sail-maker ('If it runs out, I don't know what I will do') and washing-up liquid to wash the shells. 'I have an idea of what I want to do, and it just does itself,' he says of his working method, yet the attention to detail, colour gradations and symmetry he achieves look far from accidental.

Cooke's quest for beautiful, and especially tiny, shells has taken him further than his Norfolk shore: to France, Thailand, Mexico, South Africa and the Philippines, to name but a few of the beaches where he has lain on his stomach and looked for beauties to bring home. He is insistent that he only collects dead shells and defends himself against people who write him letters accusing him of stripping the world's beaches. 'When I am collecting shells, I hear people's great fat feet crunching them up far faster than I can collect them; and the ones that are left, the sea breaks up. I would not dream of collecting shells with living creatures in them or diving for them, but once their occupants have left, why should I not collect them?' If one bases this argument on the amount of luggage that can be carried home by one man, the sum beauty of whose work is often greater than its natural parts, it becomes very convincing indeed.

- 1 What does the reader learn about Peter Cooke in the first paragraph?
 - A He has produced hand-made objects in different materials.
 - B He was praised for his shell objects many years ago.
 - C He hopes to work with other materials in the future.
 - D He has written about his love of making shell objects.

- 2 When looking round his apartment, the writer
 - A is attracted by Cooke's personality.
 - B senses that Cooke wants his products to be admired.
 - C realises he finds Cooke's work boring.
 - D feels uncertain about giving Cooke his opinion.

- 3 The 'small sacrifice' in line 25 refers to
 - A the loss of Cooke's ornaments.
 - B the display of Cooke's ornaments.
 - C the cost of keeping Cooke's ornaments.
 - D the space required to store Cooke's ornaments.

- 4 When the writer enquires about the cost of his shell objects, Cooke
 - A cleverly changes the subject.
 - B defends the prices charged for his work.
 - C says he has no idea why the level is so high.
 - D notes that his work will not always be so popular.

- 5 What does Cooke regret about his work?
 - A He is not as famous as he should have been.
 - B He makes less money than he should make.
 - C He is less imaginative than he used to be.
 - D He is not as skilful as he used to be.

- 6 When talking about the artist's working method, the writer suspects that Cooke
 - A accepts that he sometimes makes mistakes.
 - B is unaware of the unique quality his work has.
 - C underrates his creative contribution.
 - D undervalues the materials that he uses.

- 7 What does the reader learn about Cooke's shell-collecting activities?
 - A Not everyone approves of what he does.
 - B Other methods might make his work easier.
 - C Other tourists get in the way of his collecting.
 - D Not all shells are the right size and shape for his work.

- 8 What does 'it' in line 71 refer to?
 - A Cooke's luggage
 - B Cooke's argument
 - C the beauty of Cooke's work
 - D the reason for Cooke's trips

Part 3

You are going to read an article written by someone who lives in a house in the valley. Some sentences have been removed from the text. Choose from the sentences A-H the one which best fits each gap. There is one extra sentence which you do not need to use.

LIVING IN THE VALLEY



We had been living in our valley for sixteen months when we first realised the dangers that could exist in the surrounding hills and threaten our very survival.

9 Until that time, we had felt safe and sheltered in our valley below the protecting hills.

Soon snow began to fall. Within a day it lay some 15 centimetres deep. **10** But on the neighbouring heights the snow was much deeper and stayed for longer. Up there the wind blasted fiercely. Deep in our valley we felt only sudden gusts of wind; trees swayed but the branches held firm.

And yet we knew that there was reason for us to worry. The snow and wind were certainly inconvenient but they did not really trouble us greatly. **11** It reminded us of what could have occurred if circumstances had been different, if the flow of water from the hills had

not, many years before, been controlled, held back by a series of dams.

In a short time the snow started to melt. Day after day, we watched furious clouds pile up high over the hills to the west. Sinister grey clouds extended over the valleys. **12** We had seen enough of the sky; now we began to watch the river, which every day was becoming fuller and wilder.

The snow was gradually washed away as more and more rain streamed from the clouds, but high up in the hills the reservoir was filling and was fast approaching danger level. And then it happened – for the first time in years the reservoir overflowed. **13**

The river seemed maddened as the waters poured almost horizontally down to its lower stretches. Just a couple of metres from our cottage, the stream seemed wild beneath the bridge. **14** For three days we prayed that it would stay below its wall. Fortunately, our prayers were answered as the dam held and the waters began to subside.

On many occasions through the centuries before the dam was built, the river had flooded the nearby villages in just such a rage. Now, though, the dam restricts the flow of the river and usually all is well; the great mass of water from the hills, the product of snow and torrential rain, remains behind its barrier with just the occasional overflow.

15 Thanks to this protection we can feel our home in the valley is still secure and safe.

- A** It was the river, the Ryburn, which normally flowed so gently, that threatened us most.
- B** And yet the immense power of all this water above us prevents us from ever believing ourselves to be completely safe in our home.
- C** They twisted and turned, rising eastwards and upwards, warning of what was to come.
- D** It was far deeper than we'd ever seen it so near our home, lunging furiously at its banks.

- E** We can thus enjoy, rather than fear, the huge clouds that hang over the valley, and can be thrilled by the tremendous power which we know the river possesses.
- F** It almost completely blocked our lane and made the streamside path slippery and dangerous.
- G** There in the heights it was like the Niagara Falls, as the water surged over the edge of the dam and poured into the stream below.
- H** It was the year when the storms came early, before the calendar even hinted at winter, even before November was out.

Part 4

For questions 1-15, read the text below and decide which word A, B, C or D best fits each space. There's an example at the beginning (0)

A New Approach to School

The new school year brought a (0) _____ of excitement to the students at Maplewood High. After the summer break, students were ready to start fresh, and the teachers were (1) _____ to meet their new classes. This year, the school decided to try something different. The teachers introduced a new system that aimed to (2) _____ students' participation in lessons and make learning more interesting.

One of the key changes was that each student would have a personal study plan. The goal was to (3) _____ students to focus on their strengths while improving their weaker areas. The plan included more interactive lessons and opportunities for students to (4) _____ in school activities outside the classroom. This helped create a more (5) _____ environment where students could learn in their own way.

However, some students found the changes difficult. Mark, for example, was not happy with the new approach. He felt it was hard to (6) _____ the extra activities with his regular studies. But his teacher, Mrs. Green, explained how important it was to (7) _____ different skills, both academic and personal. Mark decided to give it a try and soon realized that the activities helped him (8) _____ confidence in subjects he had once found difficult.

By the end of the term, Mark was (9) _____ about his progress. He had improved his grades and even started taking part in the school's drama club, something he never imagined doing before. The changes at school had helped him become more (10) _____ and open to new experiences.

As the year went on, the students noticed how the new system had helped them (11) _____ both academically and socially. They were encouraged to (12) _____ challenges, which made them feel more motivated. Mark, in particular, felt proud of his (13) _____ to try new things, even when they were difficult. The school's new approach had made a positive (14) _____ on him, and he was excited about the future.

At the end of the school year, the students were rewarded for their hard work. Those who had made the most progress were given (15) _____ for their achievements, which made them feel valued and appreciated.

- | | | | | |
|----|----------------|----------------|------------------|-------------------|
| 0 | A) lack | B) range | C) mix | <u>D) variety</u> |
| 1 | A) surprised | B) unwilling | C) eager | D) tired |
| 2 | A) limit | B) increase | C) reduce | D) ignore |
| 3 | A) encourage | B) prevent | C) confuse | D) ignore |
| 4 | A) participate | B) withdraw | C) fail | D) avoid |
| 5 | A) competitive | B) relaxed | C) stressful | D) supportive |
| 6 | A) balance | B) increase | C) ignore | D) forget |
| 7 | A) develop | B) reject | C) underestimate | D) avoid |
| 8 | A) lose | B) ignore | C) gain | D) decrease |
| 9 | A) worried | B) proud | C) disappointed | D) frustrated |
| 10 | A) curious | B) tired | C) distant | D) nervous |
| 11 | A) improve | B) forget | C) waste | D) refuse |
| 12 | A) accept | B) avoid | C) fear | D) reject |
| 13 | A) commitment | B) inability | C) refusal | D) reaction |
| 14 | A) result | B) response | C) impact | D) process |
| 15 | A) rewards | B) punishments | C) reminders | D) challenge |

Part 5

For questions 35-44, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

Example: 0 I haven't seen him for at least 2 years.

TIME

The was more than 2 years ago.

The gap can be filled by the words 'last time I saw him', so you write: Example: [0] last time I saw him

Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

- 31) I won't be satisfied until I have the letter in my possession. ONLY
I will _____ the letter is in my possession.
- 32) She started working at the company five years ago. FOR
She _____ five years at the company.
- 33) It's a long time since I last visited my grandparents. HAVE
I _____ my grandparents for a long time.
- 34) I didn't understand the lesson, even though I tried hard. DESPITE
_____ hard, I didn't understand the lesson.
- 35) I regret not taking the job offer last year. WISH
I _____ the job offer last year.
- 36) He is the best football player on the team. BETTER
No one on the team _____ him.
- 37) It's possible that they didn't receive our invitation. MIGHT
They _____ our invitation.
- 38) I haven't had such a delicious meal in a long time. EVER
This is the most delicious meal I _____ had.
- 39) She couldn't answer the question because it was too difficult. ABLE
She _____ the question because it was too difficult.
- 40) John is the most talented singer in our class. THAN
No one in our class _____ John.

Part 6

For questions 25-34 read the text below. Use the words given in capitals at the end of some the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: (0) WELL-KNOWN

Casablanca

Casablanca is most (0) as the title of a classic film from 1942 starring Humphrey Bogart and Ingrid Bergman what about the city where this (25) war film was set? Casablanca (Spanish for white house), or Casa as it is known by those who live there, is the largest city in Morocco with a (26) of approximately 5 million and is the country's (27) capital. Rabat is the political capital. Casablanca is situated in the west of Morocco on the Atlantic coast and boasts one of the world's largest artificial ports, a port which was very (28) during the Second World War. At that time there was also a large American air base (29) in Casablanca and in 1943 it was in Casablanca that a significant conference took place where world (30) met to discuss the progress of the war. Casablanca was (31) under the control of the French from 1910 until 1956 when Morocco gained (32) French influence on the city is (33) in the city layout and architecture. French is also the second language after Arabic. The city now has a growing (34) industry, although it is not as popular as other Moroccan cities like Marrakesh and Fez.

KNOW
ROMANCE
POPULATE
ECONOMY
STRATEGY
SITE
LEAD
FORMAL
DEPEND
EVIDENCE
TOUR

Part 7

For questions 13-24 read the text below and think of the words which best fit each gap. Use only one word given in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: (0) MOST

The Inferno ski race

The Inferno is the oldest and (0) *most* celebrated of all amateur ski races. It is held every January, near Murren in Switzerland. Anyone can take part, as (13) as they belong to a ski racing club. The Inferno was the invention of a British businessman called Henry Lunn, who came up to the Alps for winter sports. Henry's son, Arnold, grew very fond (15) Murren and he founded a ski club there in 1924. Four years (16), seventeen of the club's members took part (17) the first Inferno race, from the top of the 2970 metre Schilthorn mountain to Murren below. In those early days, they (18) to climb for six hours from the railway station to Murren (19) the start of the race. Today, racers use a cable car which (20) about twenty minutes. In the first race, the winning time for the fourteen-kilometre race was one hour, twelve minutes. (21) days it tends to be almost exactly an hour less. Although the skiers are very (22) faster now, some things haven't changed. The course, (23) is steep and has sharp bends, remains (24) of the most demanding and frightening in the world.

Student code _____

Answer Sheet 2nd grade, March 2025

Part 1

16 _____ 17 _____ 18 _____ 19 _____ 20 _____ 21 _____ 22 _____ 23 _____
24 _____ 25 _____ 26 _____ 27 _____ 28 _____ 29 _____ 30 _____

Part 2

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

Part 3

9 _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____ 15 _____

Part 4

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

9 _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____ 15 _____

Part 5

31 _____
32 _____
33 _____
34 _____
35 _____
36 _____
37 _____
38 _____
39 _____
40 _____

Part 6

25 _____ 26 _____
27 _____ 28 _____
29 _____ 30 _____
31 _____ 32 _____
33 _____ 34 _____

Part 7

13 _____ 14 _____ 15 _____
16 _____ 17 _____ 18 _____
19 _____ 20 _____ 21 _____
22 _____ 23 _____ 24 _____

KEY**2nd GRADE,****March 2025**

Part 1

16 B 17 C 18 D 19 B 20 A 21 E 22 A 23 C
 24 A 25 D 26 C 27 B 28 E 29 D 30 E

Part 2

1 C 2 A 3 A 4 B 5 D 6 C 7 A 8 B

Part 3

9 H 10 F 11 A 12 C 13 G 14 D 15 E

Part 4

1 C 2 B 3 A 4 A 5 D 6 A 7 A 8 C
 9 B 10 A 11 A 12 A 13 A 14 C 15 A

Part 5

31 ONLY BE SATISFIED WHEN
 32 HAS WORKED FOR
 33 HAVE NOT VISITED
 34 DESPITE TRYING
 35 WISH I HAD TAKEN
 36 IS BETTER THAN
 37 MIGHT NOT HAVE RECEIVED
 38 HAVE EVER
 39 WAS NOT ABLE TO ANSWER
 40 IS MORE TALENTED THAN

Part 6

25 ROMANTIC 26 POPULATION 27 ECONOMIC 28 STRATEGIC 29 SITUATED
 30 LEADERS 31 FORMALLY 32 NDEPENDENCE 33 EVIDENT 34 TOURIST

Part 7

13 LONG 14 WITH 15 OF 16 LATER 17 IN 18 HAD / NEEDED / USED
 19 TO / FOR / BEFORE 20 TAKES 21 THESE 22 MUCH 23 WHICH 24 ONE

BOSNA I HERCEGOVINA
FEDERACIJA BOSNE I HERCEGOVINE
TUZLANSKI KANTON
PEDAGOŠKI ZAVOD TUZLANSKOG
KANTONA TUZLA



BOSNIA AND HERZEGOVINA
FEDERATION OF BOSNIA AND HERZEGOVINA
TUZLA CANTON
PEDAGOGICAL INSTITUTE OF TUZLA CANTON
TUZLA

TAKMIČENJE IZ ENGLESKOG JEZIKA
za učenike srednjih škola Tuzlanskog kantona

3. razred

26.3.2025. godine

Organizatori: Pedagoški zavod Tuzlanskog kantona, JU Srednja medicinska škola Tuzla i
Aktiv nastavnika i profesora engleskog jezika Tuzlanskog kantona

Uputstvo za izradu:

Pred Vama je ispitni materijal sastavljen od bogate udžbeničke literature koja je do danas objavljena u svijetu.

Podatke o sebi ćete dati dežurnom nastavniku radi šifriranja ispitnog materijala na način kako vam to bude saopšteno.

Ne počinjite sa izradom testa dok ne dobijete odobrenje od dežurnog nastavnika. Pitanja pažljivo pročitajte, a onda hemijskom olovkom ili nalivperom prenesite svoj odgovor isključivo na posebnom listu – *answer sheet* koji ste dobili za izradu testa. Pišite jasno i čitljivo. Pogrešni, višestruki i nejasni odgovori se ne boduju. Napišite samo jedan odgovor na svako pitanje.

Ispitni materijali su sastavljeni u skladu sa najavljenim formatom testova na našoj stranici www.pztz.ba.

Kada završite sa ispitom dežurnom nastavniku ćete predati *answer sheet*. Ispitni materijal možete ponijeti sa sobom.

Planirano vrijeme izrade je 120 minuta, bez pauze.

Vjerujte u svoje sposobnosti. Računamo na *fair play* i vaše napredovanje i uspješno uključivanje u svjetske tokove nauke.

Želimo Vam puno uspjeha na kantonalnom takmičenju.

Part 1

You are going to read an article written by a young pianist. For questions 1–8, choose the answer (A, B, C, or D) that you think fits best according to the text. Mark your answers on the separate answer sheet.

Berrak: A Pianist

I started playing the piano when I was four years old. My mother thought it would be a good outlet for positive childish energy, and I was really into it; it was exciting. It was something different, and I had much more time to practise then.

The first time I performed in front of an audience was when I was five years old, and I loved it. I went on a summer camp run by my piano teachers at the time, and at the end of the week, we all got up and played a piece. At that age, I was unaware of any of the pressure associated with performing live, so it just felt nice to have people concentrating on my playing. I liked the applause and attention. Now, I perform regularly, often in front of large audiences, and I still really enjoy it.

I always knew I wanted to be a pianist and never thought I would do anything else. In that respect, I felt different from my friends when I went to school. They all thought they wanted to become teachers or doctors, while I just knew I would be a pianist—but it didn't feel strange.

Finding time to play and practise wasn't a problem at school until my last few years when the pressure of exams and things was hard. Generally, I would choose to practise instead of doing homework. It always felt like schoolwork got in the way of playing the piano rather than the other way around. Unfortunately, I was never given any special allowances or extended deadlines.

After I finished school, I went on to study for a degree in music, and now I'm studying for a Master's degree in accompaniment. A typical day now involves a couple of hours of practice in the morning before going into college and attending classes. I spend a lot of time in the library listening to music, trying to learn and become familiar with new pieces of music.

One downside to choosing to study and pursue a career in music is that you end up spending hours and hours by yourself. However, I also try to spend time at college meeting other people and networking. The more musicians I know, the more likely I am to be asked to play for others. The more I play, the better known I become, and in the music business, it's all about recognition and getting your name out there.

It's important to get involved in as many performances as possible and take part in competitions so that as many people as possible see you perform and know who you are. It's a very competitive industry. Ultimately, if I am asked to play and get given a job, it means that someone else loses work, and sometimes it feels like a constant battle.

You can't help being drawn into an artificial world where you are constantly comparing yourself to others and are always worried about what others think of your performances. In the real world outside of college, your audience is much wider.

I chose to get involved in accompaniment because, as much as I love playing the piano, I also enjoy working with others. Working as an accompanist is a good way of doing that. There are also more job opportunities, as although there is still a lot of competition, other performers will always need good accompanists, so there is more demand.

I really enjoy performing with other people because there's an even greater sense of achievement when you are both on form, and a piece comes out amazingly.

To follow a career in music, you have to have a real passion for it, as unfortunately, it's not a very secure path, and it's not usually very well paid. Having said that, the real positive side is that I am doing something I love—it's not just a subject to study. I love everything associated with music and performing, and it's what I do every day.

Part 1 (Questions 1–8)

1. How did Berrak feel about playing the piano when she was very young?
 - A) She really enjoyed it.
 - B) She only did it because her mother wanted her to.
 - C) She didn't like the fact she had to practise a lot.
 - D) She felt strange and different from her friends.

2. How did she feel the first time she performed in front of an audience?
 - A) Nervous and under pressure.
 - B) Strange because everyone was looking at her.
 - C) Happy and relaxed.
 - D) She was concentrating so much on playing she didn't notice the audience.

3. Why did Berrak feel different from her friends when she was at school?
 - A) Because the teachers gave her less homework.
 - B) Because her friends didn't know what career they wanted to follow.
 - C) Because she was the only one who wanted to become a musician.
 - D) Because she found the pressure of exams less stressful.

4. Why does she say it is important to meet and talk to other musicians at her college?
 - A) Because the music industry is very sociable, and it's important to have lots of friends.
 - B) Because she feels lonely after spending so much time by herself.
 - C) Because other musicians in the college are very supportive of each other.
 - D) Because it increases her possibilities of being asked to perform.

5. When she says in line 22 that "in the music business it's all about recognition and getting your name out there," what does she mean?
 - A) It's important that people know who she is when they see her photograph.
 - B) It's important that lots of people know what she does and know her name.
 - C) Her name is more important than the way she plays.
 - D) Her name needs to be easy for people to recognise and remember.

6. Why does the college environment often feel like a constant battle?
 - A) Because there isn't enough work for everyone.
 - B) Because she doesn't get on with the other students there.
 - C) Because there are lots of competitions.
 - D) Because the teachers are always comparing the students and deciding who is better.

7. Why did Berrak decide to go into accompaniment?
 - A) Because she thinks it can be more challenging.
 - B) Because it's better paid.
 - C) Because she can achieve more and become more well-known.
 - D) Because she likes working as part of a team.

8. What does she say is the best thing about studying and pursuing a career in music?
 - A) She could become rich and famous.
 - B) There are lots of job opportunities.
 - C) She spends all her time doing something she loves.
 - D) She finds it an easy subject.

Part 2

For questions 1–12, read the text below and decide which answer (A, B, C, or D) best fits each gap.

There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A serious B important C growth D tragic

Answer: A

Desperate to Go to School

Truancy has become a (0) **serious** problem in many schools in recent years. In an attempt to tackle this issue, one school introduced a new scheme to (1) _____ students to attend as many classes as possible.

Pupils who (2) _____ a 100% attendance record throughout the whole academic year were (3) _____ with an all-inclusive weekend school (4) _____ to an activity centre, where they would be able to try (5) _____ activities such as climbing, abseiling, and white-water rafting.

One student was so (6) _____ to qualify for this free weekend away that he even went to school with a broken wrist. He hurt his wrist when he fell (7) _____ his bike on the way to school, but he was so worried about (8) _____ his 100% attendance that he didn't (9) _____ his teachers or parents until the school day had finished.

He (10) _____ admitted to his mother what had happened when she (11) _____ that he was having difficulty eating his dinner and asked him what was wrong. She took him to the hospital that night, where they put his arm in a cast, and he was able to go back to school the next day.

Fortunately, he was fully (12) _____ from his accident in time to go on the trip.

Answer Choices:

- | | | | |
|-----------------|---------------|---------------|---------------|
| 1. A suggest | B force | C encourage | D make |
| 2. A succeeded | B made | C achieved | D realised |
| 3. A rewarded | B given | C won | D compensated |
| 4. A holiday | B trip | C travel | D excursion |
| 5. A outside | B outdoor | C risk | D danger |
| 6. A interested | B happy | C excited | D keen |
| 7. A away | B down | C off | D over |
| 8. A filling | B maintaining | C guarding | D succeeding |
| 9. A tell | B say | C admit | D explain |
| 10. A lastly | B actually | C fortunately | D eventually |
| 11. A knew | B aware | C looked | D noticed |
| 12. A recovered | B improved | C repaired | D fixed |

Part 3

For questions 1-12, read the text below and decide which answer (A, B, C, or D) best fits each gap. Mark your answers on the separate answer sheet.

There is an example at the beginning (0).

Example:

0 A assistants B helpers C supporters D colleagues

The Virtual Assistant

Personal (0) _____ are no more. They have been replaced with a much more (1) _____ version called virtual assistants (VAs). VAs do not work in big city offices dressed in (2) _____ black suits. Nor do they work exclusively for one (3) _____.

The VA works from home and may help to run the lives of up to 30 business people simultaneously. They are self-employed and (4) _____ by the hour, allowing great flexibility on both sides. VAs have more equality than (5) _____ PAs; they have customers rather than bosses.

There are a few disadvantages to the job; you work alone all day and so have no colleagues to chat to over coffee, and you can (6) _____ the social interaction. But on the plus side, no day is ever the same. There is no boring routine or rigid (7) _____, and the variety of jobs you might be asked to do means it is never (8) _____.

Clients who employ a VA benefit from being able to outsource. Their VA can do the tasks they don't have time to do: typing, filing, (9) _____ flights, uploading a BlackBerry, and even (10) _____ to clients.

VAs are perfect for the self-employed and small businesses; they don't need annual (11) _____ and can be (12) _____ for one-off days or weeks.

(Questions 1-12)

For questions 1-12, choose the correct answer (A, B, C, or D) to fill in the blanks in the text. Mark your answers on the separate answer sheet.

- | | | | |
|------------------|---------------|--------------|--------------|
| 1. A free | B flexible | C adjustable | D rigid |
| 2. A informal | B smart | C neat | D clean |
| 3. A chief | B leader | C boss | D director |
| 4. A charged | B earned | C rewarded | D paid |
| 5. A traditional | B old | C original | D ancient |
| 6. A lose | B lack | C forget | D miss |
| 7. A agenda | B diary | C timetable | D journal |
| 8. A still | B slow | C regular | D dull |
| 9. A ordering | B finding out | C booking | D paying |
| 10. A talking | B discussing | C telling | D explaining |
| 11. A salaries | B wages | C money | D paying |
| 12. A used | B employed | C borrowed | D worked |

Part 4

You are going to read an article about learning a second language. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

How to be a better second language learner

There is a lot of evidence which suggests that it is better to learn a second language when you are still young, ideally before the age of 11, and that once you are a teenager it is more difficult to learn a foreign language. This might be true, but there are plenty of examples of adults who have started to learn a second language later in life and still managed to achieve a very good level. There are lots of factors involved in how well people are able to learn and use a second (or third or fourth) language, and age is only one of them. [1] _____ Here are some tips which might help you:

Firstly, you are likely to learn a language more quickly the more exposure you have to it. It therefore makes sense to try to spend time in a country where the language is spoken. You do not necessarily have to go and live in the country long-term, but try to make frequent visits so that you often have to use the language for genuine communication and see and hear the language all around you. It is important that even if your visits are short, they are frequent so that you do not forget everything you have learnt in between one trip and the next. [2] _____ If you go with friends who speak your language, it is unlikely you will have much need to use the language you are trying to learn. Probably the best thing to do is to go alone and enroll in a language course so that you will have some instruction and help with the language from a teacher, and you will also meet other people in a similar situation to yourself. Of course, this might not be possible—it might be too far away or too expensive. Don't worry, even if you stay in your own country and learn another language, there are still things you can do to make the experience more effective.

It is possible to try to teach yourself; you can buy some books, borrow material from a library, or follow an online course, but the best thing to do is sign up for language classes with a qualified teacher. It is more fun to attend classes with other people, and you can often help each other and learn things from other students, so you are likely to make more rapid progress than if you try to study on your own. [3] _____ In addition, you want a teacher who will give you homework and correct it for you and guide you in what other things you can be doing outside of class by yourself.

One thing you should definitely try to do is read in the language you are studying, as reading is the best way to increase your vocabulary. [4] _____ When you are reading, you will probably come across language you are already familiar with in new and different contexts. This helps to broaden your knowledge. For example, you might see verbs you already know in different forms. It doesn't matter what you read, and the best advice is to read something that you would read in your own language. Reading in a foreign language can be difficult, so it is important that you choose something you are interested in and would enjoy in your own language. You can even read a book you have already read in your own language.

When you come across new words or expressions, try to guess their meaning rather than looking them up in a dictionary. It is not usually necessary to understand every single word. [5] _____ That way, you won't interrupt the flow of your reading. When you come to recording new words or expressions, either in class or from reading, it is really important to write whole sentences and use meaningful examples. [6] _____ A big problem when you try to use the language you are learning is inaccurate translation. You shouldn't try to construct sentences and phrases the same way you do in your first language, as this often results in something that sounds strange or even something that makes no sense at all. The best way to avoid this is to learn whole expressions and sentences and not to focus too much on individual words.

If possible, you should try to listen to the language too. You can do this by listening to the radio or watching TV. [7] _____ Short episodes of television series are better than films, as films can be very long and the language is often very colloquial and informal. And finally, ideally, you should practice speaking and communicating in the language with someone who knows the language better than you. This doesn't need to be a native speaker, but it should be someone who can correct you and help you with things you don't know.

Part 6

For Questions 1-15, read the text below and decide which answer (A, B, C, or D) best fits each space. Mark your answers on the separate answer sheet.

There is an example at the beginning (0) A took B went C became D made

Correct answer: C

THE TELEPHONE IN THE US

The telephone was invented in 1876 by Alexander Graham Bell, a Scotsman who (0) a US citizen. The word 'telephone' had been (1) existence since the 1830s and had been (2) to a number of inventions designed to produce sound.

Bell had become interested in the possibility of long-distance speech (3) his work with the deaf. He was twenty-eight, and his assistant, Thomas Watson, was (4) twenty-one when they (5) their great success on 10th March 1876.

Despite their long and (6) association, Bell's first communication by telephone was not "Tom, come here, I want you," (7) "Mr Watson, come here, I want you."

(8) with excitement, Bell and Watson demonstrated their invention to a US telegram company. The company wrote to Bell, (9) that his invention was interesting. However, after (10) it careful consideration, they had (11) to the conclusion that it had 'no future'.

Fortunately for Bell, others could see the possibilities. (12) four years of its invention, the US had 60,000 telephones. In the next twenty years, that (13) increased to over 6 million.

Today, ninety-three per cent of US homes have a phone, a (14) of phone ownership no other nation comes near to equalling. Each US household makes or receives (15) average 3,516 calls per year, an astonishing statistic.

Answer Choices:

- | | | | |
|-----------------|-------------|--------------|-------------|
| 1. A in | B with | C to | D out |
| 2. A joined | B named | C employed | D applied |
| 3. A through | B as | C because | D along |
| 4. A quite | B just | C simply | D lately |
| 5. A managed | B achieved | C succeeded | D fulfilled |
| 6. A narrow | B attached | C close | D near |
| 7. A but | B otherwise | C instead | D although |
| 8. A Whole | B Deep | C Entire | D Filled |
| 9. A saying | B informing | C describing | D referring |
| 10. A regarding | B giving | C taking | D bearing |
| 11. A reached | B come | C arrived | D brought |
| 12. A Under | B From | C Within | D About |
| 13. A figure | B count | C measure | D extent |
| 14. A grade | B height | C level | D rank |
| 15. A on | B by | C at | D for |

Part 7

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

There is an example at the beginning

(0) A save B keep C store D guard

Correct answer: A

Cheaper holidays

We can (0) A money on all aspects of our holiday, from where and when to go to how to get to and from the airport; here are some (1) _____ on how to get the most for your money when (2) _____ a holiday.

For the best deals, (3) _____ your holiday between the high and low seasons; you could save up to 70% on some holiday (4) _____ while still enjoying good weather and other high season (5) _____, and there will be fewer crowds.

You can also save money by going somewhere where living costs are (6) _____. It might cost more to get there, but once you are there, you will (7) _____ less on eating out and getting around, as food and transport will be (8) _____ cheaper.

And start saving before you even leave the country by choosing the most cost-effective way to the airport. There are many bus services from (9) _____ cities to airports which are cheaper than trains. If you go by train, book well in (10) _____ to get cheaper tickets, and if you do decide to go by car, book your car parking as soon as possible; some airports offer up to 50% (11) _____ for early bookings.

Finally, make sure you research all the available options online. Signing up for email (12) _____ can be a good idea, as then you will be the first to know about cheap offers. The earlier you book, the better the bargains are likely to be.

Choose the correct answer (A, B, C, or D) for each gap:

- | | | | |
|------------------|---------------|---------------|------------------|
| 1 A) information | B) advice | C) tips | D) clues |
| 2 A) deciding | B) choosing | C) agreeing | D) electing |
| 3 A) book | B) ask for | C) order | D) buy |
| 4 A) places | B) sites | C) situations | D) resorts |
| 5 A) pros | B) advantages | C) favours | D) drawbacks |
| 6 A) lower | B) smaller | C) poorer | D) greater |
| 7 A) pay | B) cost | C) spend | D) waste |
| 8 A) largely | B) obviously | C) quite | D) significantly |
| 9 A) main | B) important | C) great | D) major |
| 10 A) ahead | B) before | C) advance | D) early |
| 11 A) under | B) below | C) off | D) over |
| 12 A) alarms | B) warnings | C) news | D) alerts |

Part 8

Memorable Train Journeys

You are going to read an article in which four people talk about train journeys they have been on. For questions 1-16, choose from the people (A-D). The people may be chosen more than once. When more than one answer is required, they may be given in any order. Mark your answers on the separate answer sheet.

Which person or people:

1. was disappointed by the experience? _____
2. learnt something interesting while on the journey? _____
3. did this journey more than once? _____
4. did this journey with one friend? _____
5. thinks the price was too expensive? _____
6. chose to do the journey because of the low price? _____
7. says this was the first time they had been on a journey like this? _____
8. have good memories of their journey? _____
9. have good memories of their journey? _____
10. took this journey because of advice from friends? _____
11. says they felt scared at one point on the journey? _____
12. mentions something which irritated them while on the train? _____
13. went on the longest journey? _____
14. talks about what they could see outside the train? _____
15. talks about what they could see outside the train? _____
16. mentions the historical significance of the train journey? _____

Memorable Train Journeys – The Passengers

A – London to Brighton (UK)

I spent over ten years doing this journey every day of the week. I'm very relieved I am retired now. I still do the same journey sometimes, but now I don't have to travel in the rush hour, and if there are delays, it doesn't matter so much. The journey, when it went well, wasn't bad at all. It wasn't too long, and I was usually able to sit down and read the newspaper. It was quite pleasant as long as there were no annoying people having loud phone conversations. But generally, it was fine and not a bad way to begin and end a busy day in the city.

The problems and stress came with the all-too-frequent delays and cancellations. It was extremely frustrating, especially as I was paying so much money for my ticket. The cost was much too high in my opinion. I am glad I don't have to pay that anymore.

B – Moscow to St Petersburg (Russia)

The most memorable train journey I have ever been on was between Moscow and St Petersburg in Russia. We were about 17 years old and on a school trip to see the places we were studying in our Russian history lessons. We spent three days in Moscow, then took the overnight train to St Petersburg. I remember feeling really excited about it. I had never been on an overnight train journey before.

We went to the theatre on our last evening in Moscow and then went straight to the station to get on the train at about 11 pm. There were four of us in each room, and our whole group occupied about two carriages of the train. Our teachers were very aware of the dangers of travelling by train at night in Russia and warned us never to walk around the train on our own. They told us to go in groups of three to the toilets so that two people could wait outside together while one person went in. That frightened us a little, but nothing happened.

I don't think we slept much; we stayed up most of the night talking, but I remember waking up in the morning and realising it was daylight outside and that we were in a completely new city. It was amazing.

C – Casablanca to Marrakech (Morocco)

We decided to travel by train because it was cheap and it only took three hours. Also, I thought a train journey through the desert would be interesting and different. In reality, it wasn't quite as much fun as I had hoped.

We got to the station in plenty of time and got our tickets without too much difficulty. The chaos started when we went out to the platform. It appeared that everyone else in the station was also planning to get on the same train as us. It was really crowded. When the train arrived, it was a real fight to get on, and all the seats were occupied in seconds. My friend and I got separated in the confusion, but there was no way we could move, so we just had to stand where we were and hold on.

My friend managed to sit down after about an hour, but I had to stand for the whole three hours. The scenery was quite spectacular in places, but the train was hot and uncomfortable.

D – Cairns to Karanga (Australia)

I went on this train journey while I was visiting some friends who lived in Australia. I went away for a few days on my own, and before I left, my friends had recommended this trip; it was definitely worth it.

It used to be an old mining train that took miners to work every day. It starts on the coast and goes right up the side of a mountain. It is very steep, and the views are fantastic, looking back out to sea. There is lots of information in the different stations about the people who built the railway originally. It was a very dangerous job, and many of them died while they were doing it, either through accidents or disease.

The whole journey only takes about an hour, but you see all sorts of amazing things on the way. At one point, it even goes through a tropical rainforest, and there are some really beautiful plants. It is a wonderful trip to do as a tourist, but I'm sure the miners didn't enjoy it quite so much.

Additional task:

For questions 1-10, read the text below.

Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0. KNOW - well-known

Casablanca

Casablanca is most (0) well-known as the title of a classic film from 1942, starring Humphrey Bogart and Ingrid Bergman. But what about the city where this (1) _____ war film was set?

Casablanca (Spanish for "white house"), or Casa as it is known by those who live there, is the largest city in Morocco with a (2) _____ of approximately 5 million and is the country's (3) _____ capital. Rabat is the political capital.

Casablanca is situated in the west of Morocco on the Atlantic coast and boasts one of the world's largest artificial ports, a port which was very (4) _____ during the Second World War. At that time, there was also a large American airbase (5) _____ in Casablanca, and in 1943, it was in Casablanca that a significant conference took place where world (6) _____ met to discuss the progress of the war.

Casablanca was (7) _____ under the control of the French from 1910 until 1956 when Morocco gained (8) _____. The French influence on the city is (9) _____ in the city layout and architecture. French is also the second language after Arabic. The city now has a growing (10) _____ industry, although it is not as popular as other Moroccan cities like Marrakesh and Fez.

1. ROMANCE

6. LEAD

2. POPULATE

7. FORMAL

3. ECONOMY

8. DEPEND

4. STRATEGY

9. EVIDENCE

5. SITE

10. TOUR

ANSWER SHEET:

Part 1: 1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____, 7 _____, 8 _____

Part 2:

1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____, 7 _____, 8 _____, 9 _____, 10 _____, 11 _____, 12 _____,

Part 3:

1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____, 7 _____, 8 _____, 9 _____, 10 _____, 11 _____, 12 _____,

Part 4: 1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____, 7 _____,

Part 5:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Part 6: 1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____, 7 _____, 8 _____, 9 _____, 10 _____, 11 _____, 12 _____,

13 _____, 14 _____, 15 _____

Part 7: 1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____, 7 _____, 8 _____, 9 _____, 10 _____, 11 _____, 12 _____,

Part 8: 1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____, 7 _____, 8 _____, 9 _____, 10 _____, 11 _____, 12 _____,

13 _____, 14 _____, 15 _____, 16 _____

Additional task:

1 _____, 2 _____, 3 _____, 4 _____, 5 _____, 6 _____, 7 _____, 8 _____, 9 _____, 10 _____

ANSWER KEYS:**Part 1**

1. A
2. C
3. C
4. D
5. B
6. A
7. D
8. C

Part 2

1. C
2. C
3. A
4. B
5. B
6. D
7. C
8. B
9. A
10. D
11. D
12. A

Part 3

1. B
2. B
3. C
4. D
5. A

6. D
7. C
8. D
9. C
10. A
11. A
12. B

Part 4

1. G
2. C
3. A
4. F
5. H
6. E
7. B

Part 5

1. do not agree with anything
2. I would prefer to stay
3. necessary for me
4. have been more careful with
5. we would always have
6. never remember where
7. not as bad as
8. never let us have

Part 6

1. A in
2. D applied
3. A through
4. B just
5. B achieved
6. C close
7. C instead
8. D Filled
9. A saying
10. C taking
11. B come
12. C Within
13. A figure
14. C level
15. C at

Part 7

- 1 - C (tips)
- 2 - B (choosing)
- 3 - A (book)
- 4 - D (resorts)
- 5 - B (advantages)
- 6 - A (lower)
- 7 - C (spend)
- 8 - D (significantly)
- 9 - D (major)
- 10 - C (advance)
- 11 - C (off)
- 12 - D (alerts)

Part 8

1. C
2. D
3. A
4. C
5. A
6. C
7. B
8. B, D
9. B, D
10. D
11. B
12. A, C
13. B
14. C/D
15. C/D
16. D

Additional task:

1. ROMANTIC
2. POPULATION
3. ECONOMIC
4. STRATEGIC
5. SITED
6. LEADERS
7. FORMALLY
8. INDEPENDENCE
9. EVIDENT
10. TOURISM

KONAČNI REZULTATI ZA UČENIKE
PRVIH RAZREDA-gimnazije

R.B	Prezime i Ime Učenika	BODOVI	BOD+	ŠKOLA
1.	Bojić Adi	85	8	JU Gimnazija "Meša Selimović" Tuzla
2.	Šibonjić Mehmedalija	83	8	JU Gimnazija „Mustafa Novalić“ Gradačac
3.	Siručić Nasiha	81	9	JU Gimnazija "Meša Selimović" Tuzla
4.	Aljukić Eman	79	6	Richmond Park International Secondary School Tuzla
5.	Trakić Tarik	78	8	JU Gimnazija „Ismet Mujezinović“ Tuzla
6.	Hrvanović Emina	76	9	JU Gimnazija "Meša Selimović" Tuzla
7.	Okić Mirna	76	8	JU Mješovita srednja škola Srebrenik-gimnazija
7.	Hodžić Eldar	76	8	Richmond Park International Secondary School Tuzla
8.	Mehić Ayla	76	4	JU Gimnazija Živinice
9.	Čolić Amna	75	7	JU Gimnazija „Ismet Mujezinović“ Tuzla
10.	Tokić Martina	73	7	KŠC "Sveti Franjo" - Opća gimnazija Tuzla
11.	Balić Jovana	72	7	JU Gimnazija „Mustafa Novalić“ Gradačac
12.	Šimšela Mateo	72	3	KŠC "Sveti Franjo" - Opća gimnazija Tuzla
13.	Vrtagić Tarik	71	7	JU Gimnazija Živinice
14.	Hasanović Nadija	70	5	JU Gimnazija „Mustafa Novalić“ Gradačac
15.	Ramić Ema	69	7	JU Gimnazija „Ismet Mujezinović“ Tuzla
16.	Međedović Azur	68	6	JU Behram-begova medresa Tuzla
16.	Jaganjac Arslan	68	6	Richmond Park International Secondary School Tuzla
17.	Baturić Ajdin	66	8	JU Behram-begova medresa Tuzla
18.	Junuzović Hana	66	6	JU Gimnazija "Dr. Mustafa Kamarić" Gračanica
19.	Bašić Adna	66	5	JU Mješovita srednja škola Srebrenik-gimnazija
20.	Aljić Fatima	64	8	JU Gimnazija "Dr. Mustafa Kamarić" Gračanica
21.	Halilović Sanin	63	7	JU Behram-begova medresa Tuzla
22.	Karić Dženita	62	4	JU Gimnazija "Dr. Mustafa Kamarić" Gračanica
23.	Rahmanović Merjem	61		JU Mješovita srednja škola Banovići-gimnazija
24.	Nela Kalajlić	53	6	KŠC "Sveti Franjo" - Opća gimnazija Tuzla

**KONAČNI REZULTATI ZA UČENIKE
PRVIH RAZREDA-tehničke škole**

R.B	Prezime i Ime Učenika	BODOVI	BOD+	ŠKOLA
1.	Čajić Lamija	80	9	JU MS elektrotehnička škola Tuzla
2.	Đulović Ahmed	78	7	JU MS elektrotehnička škola Tuzla
3.	Softić Leni	75	5	JU MS mašinska škola Tuzla
4.	Maslić Amila	74	7	JU MS građevinsko-geodetska škola Tuzla
5.	Šabuljić Hanadi	73	8	JU Mješovita srednja škola Srebrenik-tehnička
6.	Alihodžić Ajla	72	7	JU Mješovita srednja škola Gračanica
7.	Šestan Iman	72	6	JU MS građevinsko-geodetska škola Tuzla
8.	Zenunović Ajdin	71	8	JU MS elektrotehnička škola Tuzla
9.	Omerašević Elma	70	8	JU Mješovita srednja škola Gračanica
9.	Suljić Merjem	70	8	JU Mješovita srednja škola Tuzla
10.	Muminović Malik	70	7	JU Mješovita srednja škola Živinice
11.	Omerović Melika	69	7	JU MSS SAPNA
11.	Bećirović Amra	69	7	JU Mješovita srednja škola Živinice
13.	Šiljković Amila	69	3	JU Srednja ekonomsko-trgovinska škola Tuzla
12.	Divljanović Anes	68	8	JU MSS „Hasan Kikić“ Gradačac
15.	Hatunić Neira	67	6	JU MS elektro-mašinska škola Lukavac
15.	Ćudić Lamija	67	6	JU Srednja medicinska škola Tuzla
15.	Mehanović Amina	67	6	JU Turističko-ugostiteljska škola Tuzla
16.	Dizdarević Jusuf	67	3	MSŠ Doboj Istok-tehnička
17.	Avdić Amina	66	7	JU Mješovita srednja škola Banovići-medicinska
18.	Kešetović Mihret	66	4	JU Mješovita srednja škola Srebrenik-tehnička
18.	Mustafagić Dženita	66	4	JU MSS „Hasan Kikić“ Gradačac
19.	Junuzović Benjamin	65	7	JU Mješovita srednja škola Gračanica
20.	Mujabašić Azur	64	5	JU Turističko-ugostiteljska škola Tuzla
20.	Numanović Azra	64	5	JU Mješovita srednja škola Banovići-medicinska
21.	Husić Belma	64	3	JU Srednja medicinska škola Tuzla
22.	Habibović Nejla	63	6	JU Gimnazija Živinice
23.	Čamilović Elma	62	6	JU Srednja ekonomsko-trgovinska škola Tuzla
24.	Selimović Amina	61	7	JU MSS „Hasan Kikić“ Gradačac
25.	Šišić Nermina	61	0	MSŠ Doboj Istok-tehnička
26.	Huseinbašić Amina	60	5	JU Mješovita srednja škola Banovići-EK1
27.	Bašić Ajnur	59	4	MSŠ Doboj Istok-tehnička
28.	Džombić Adin	58	3	JU Mješovita srednja škola Srebrenik-tehnička
29.	Tufekčić Ajdin	57	6	JU MS elektro-mašinska škola Lukavac
30.	Fejzić Iman	56	6	JU MS građevinsko-geodetska škola Tuzla
31.	Sarajkić Larisa	54	6	JU Srednja ekonomsko-trgovinska škola Tuzla
31.	Muratbegović Sarah	54	6	JU Mješovita srednja škola Živinice
32.	Husejnović Kemal	54	4	JU Srednja medicinska škola Tuzla
33.	Velić Zeama	51	6	JU Mješovita srednja škola Kalesija
34.	Ibrahimović Adem	51	5	JU MS mašinska škola Tuzla
35.	Husić Irma	51	2	JU Mješovita srednja škola Kalesija
36.	Kulanić Neriman	48	5	JU MS mašinska škola Tuzla
37.	Saburović Lamija	48	3	JU MS ekonomsko-hemijska škola Lukavac
38.	Bukvar Armin	48	1	JU Mješovita srednja saobraćajna škola Tuzla
39.	Sadiković Samra	47	6	JU Turističko-ugostiteljska škola Tuzla
40.	Kovačević Lejla	46	5	JU MS elektro-mašinska škola Lukavac
41.	Hajro Bakir	44	4	JU Srednja muzička škola „Čestmir Mirko Dušek“
42.	Mehić Isak	44	2	JU MS ekonomsko-hemijska škola Lukavac
43.	Ajdaslić Anis	43	3	JU Mješovita srednja škola Tuzla
44.	Džambić Benjamin	42	3	JU Srednja muzička škola „Čestmir Mirko Dušek“
45.	Omerović Nejra	41	3	PU MS "Savremeno-umjetnička škola" Tuzla
46.	Bajrić Vedad	38	0	JU Mješovita srednja saobraćajna škola Tuzla
47.	Smajić Vedad	33	0	JU Srednja muzička škola „Čestmir Mirko Dušek“

**KONAČNI REZULTATI ZA UČENIKE
DRUGIHRAZREDA-gimnazije**

R.B	Prezime i Ime Učenika	BODOVI	BOD+	ŠKOLA
1.	Salibašić Anel	73	G	JU Gimnazija "Meša Selimović" Tuzla
2.	Imširović Lana	70	8+7	JU Gimnazija „Ismet Mujezinović“ Tuzla
3.	Avdihodžić Asja	70	8+5	JU Gimnazija „Ismet Mujezinović“ Tuzla
4.	Memišević Lana	69	G	KŠC "Sveti Franjo" - Opća gimnazija Tuzla
4.	Halilović Sarah	69	G	JU Gimnazija "Meša Selimović" Tuzla
4.	Koca Ena	69	G	KŠC "Sveti Franjo" - Opća gimnazija Tuzla
5.	Altumbabić Iris	68	G	KŠC "Sveti Franjo" - Opća gimnazija Tuzla
5.	Hadžić Riad	68	G	JU Behram-begova medresa Tuzla
6.	Ahmetović Esmā	67	G	JU Behram-begova medresa Tuzla
6.	Hajdarbegović Lejla	67	G	JU Gimnazija Živinice
7.	Babajić Medina	66	G	JU Gimnazija "Meša Selimović" Tuzla
8.	Hadžibegić Tarik	64	G	JU Gimnazija "Dr. Mustafa Kamarić" Gračanica
8.	Salihović Iman	64	G	JU Gimnazija „Ismet Mujezinović“ Tuzla
9.	Hodžić Malik	63	G	JU Gimnazija „Mustafa Novalić“ Gradačac
9.	Kasumović Bekir	63	G	Richmond Park International Secondary School Tuzla
9.	Piskić Emina	63	G	JU Gimnazija "Dr. Mustafa Kamarić" Gračanica
9.	Smajlović Meryem	63	G	JU Gimnazija „Mustafa Novalić“ Gradačac
10.	Beširović Ibrahim	62	G	JU Mješovita srednja škola Banovići-gimnazija
10.	Hadžić Zejd ibn Hamza	62	G	JU Behram-begova medresa Tuzla
10.	Kamberović Tarik	62	G	Richmond Park International Secondary School Tuzla
11.	Borić Emrah	60	G	JU Gimnazija Živinice
11.	Taletović Merima	60	G	JU Gimnazija Živinice
12.	Mrakanović Armin	57	G	MSŠ Doboj Istok-gimnazija
13.	Kikić Ema	56	G	JU Gimnazija „Mustafa Novalić“ Gradačac
14.	Mrdžić Amaya	51	G	JU Mješovita srednja škola Lukavac-gimnazija
15.	Kišić Anesa	50	G	JU Mješovita srednja škola Lukavac-gimnazija
16.	Prelić Kaid	49	G	Richmond Park International Secondary School Tuzla
17.	Osmić Ajdin	48	G	JU Gimnazija "Dr. Mustafa Kamarić" Gračanica
17.	Husaković Ahmed	48	G	MSŠ Doboj Istok-gimnazija
18.	Halilović Emina	33	G	JU Mješovita srednja škola Lukavac-gimnazija
19.	Bačinović Ajla	20	G	MSŠ Doboj Istok-gimnazija

**KONAČNI REZULTATI ZA UČENIKE
DRUGIH RAZREDA-tehničke**

R.B	Prezime i Ime Učenika	BODOVI	BOD+	ŠKOLA
1.	Kurtović Danis	74		JU MS elektrotehnička škola Tuzla
2.	Bešlagić Amir	70	9+8	JU MS mašinska škola Tuzla
3.	Kurtović Iman	70	9+7	JU MS elektrotehnička škola Tuzla
4.	Aličić Rijad	68		JU Mješovita srednja škola Srebrenik-tehnička
4.	Zečević Tarik	68		JU Mješovita srednja škola Gračanica
5.	Osmanović Lena	67		JU MS elektrotehnička škola Tuzla
5.	Džafić Davud	67		JU Mješovita srednja škola Srebrenik-tehnička
6.	Subašić Nadira	66		JU Srednja medicinska škola Tuzla
6.	Halilagić Merjem	66		JU Srednja medicinska škola Tuzla
6.	Dugonjić Bakir	66		JU MS elektro-mašinska škola Lukavac
6.	Hasanović Amar	66		JU MSŠ „Hasan Kikić“ Gradačac
6.	Spasojević Andrej	66		JU MS mašinska škola Tuzla
7.	Hodžić Elma	64		MSŠ Doboj Istok-tehnička
7.	Salkić Azra	64		JU Srednja medicinska škola Tuzla
7.	Zahirović Damad	64		JU Mješovita srednja škola Gračanica
7.	Ibrišimović Ema	64		JU Mješovita srednja škola Lukavac-medicinska
7.	Bečić Ilma	64		JU Mješovita srednja škola Banovići-medicinska
8.	Imširagić Azur	63		JU Srednja ekonomsko-trgovinska škola Tuzla
8.	Kurtović Dino	63		JU MS mašinska škola Tuzla
9.	Jašarević Amer	62		JU MSŠ „Hasan Kikić“ Gradačac
9.	Ibrišimović Muharem	62		JU Mješovita srednja škola Čelić
10.	Mehmedović Nejla	61		JU MSŠ SAPNA
10.	Husanović Lejla	61		JU Mješovita srednja škola Gračanica
10.	Haziri Amer	61		JU Srednja ekonomsko-trgovinska škola Tuzla
10.	Mamanović Aldin	61		JU Srednja muzička škola „Čestmir Mirko Dušek“
11.	Mitrović Anđela	59		JU Mješovita srednja škola Banovići-medicinska
12.	Stjepić Elena	58		JU Srednja muzička škola „Čestmir Mirko Dušek“
12.	Poljaković Mahira	58		JU MSŠ SAPNA
12.	Kuduzović Dalila	58		JU MS ekonomsko-hemijska škola Lukavac
13.	Arapčić Adi	57		JU Srednja muzička škola „Čestmir Mirko Dušek“
14.	Strašević Azra	56		JU Srednja ekonomsko-trgovinska škola Tuzla
14.	Avdić Lejla	56		JU Mješovita srednja škola Čelić
14.	Jatić Eman	56		JU Mješovita srednja hemijska škola Tuzla
15.	Hodžić Mahir	55		JU Mješovita srednja škola Živinice
15.	Dedić Ismail	55		JU Mješovita srednja škola Srebrenik-tehnička
15.	Mehinović Amra	55		MSŠ Doboj Istok-tehnička
16.	Fačić Daris	54		JU MSŠ „Hasan Kikić“ Gradačac
16.	Mešalić Nedžmija	54		JU Mješovita srednja hemijska škola Tuzla
16.	Delić Elma	54		JU Mješovita srednja saobraćajna škola Tuzla
16.	Muharemović Adisejla	54		JU Mješovita srednja škola Kalesija
16.	Halilović Vedad	54		JU MS elektro-mašinska škola Lukavac
17.	Mujkanović Omar	53		JU Mješovita srednja hemijska škola Tuzla
17.	Spahić Šejla	53		JU MS građevinsko-geodetska škola Tuzla
17.	Junuzović Amar	53		PU MS "Savremeno-umjetnička škola" Tuzla
17.	Sarajlić Amra	53		JU MS građevinsko-geodetska škola Tuzla
18.	Avdić Elnur	52		JU Mješovita srednja škola Živinice
19.	Softić Amna	51		JU Mješovita srednja škola Tuzla
19.	Alić Armin	51		JU Mješovita srednja saobraćajna škola Tuzla
20.	Avdić Larisa	50		JU Mješovita srednja saobraćajna škola Tuzla

21.	Redžić Benjamin	48		JU MS elektro-mašinska škola Lukavac
22.	Haunić Adna	47		JU Mješovita srednja škola Lukavac-medicinska
23.	Gogić Tarik	45		JU Turističko-ugostiteljska škola Tuzla
23.	Likić Sabina	45		JU Mješovita srednja škola Lukavac-medicinska
24.	Livadić Hasija	44		JU Mješovita srednja škola Čelić
25.	Aljić Armin	42		JU Mješovita srednja škola Živinice
25.	Hodžić Emela	42		JU MS ekonomsko-hemijska škola Lukavac
26.	Lukić Vildana	41		JU Mješovita srednja škola Tuzla
27.	Redžić Amila	36		JU MS ekonomsko-hemijska škola Lukavac
28.	Karamujić Dženana	34		JU MSŠ "Musa Ćazim Ćatić" Kladanj
29.	Softić Emanuela	26		PU MS "Savremeno-umjetnička škola" Tuzla
30.	Ključić Asja	24		JU Turističko-ugostiteljska škola Tuzla
31.	Ahmetašević Armin	17		JU Turističko-ugostiteljska škola Tuzla

**KONAČNI REZULTATI ZA UČENIKE
TREĆIH RAZREDA-gimnazije**

R.B	Prezime i ime učenika	BODOVI	BOD+	ŠKOLA
1.	Džaferagić Danis	84	9	JU Gimnazija "Meša Selimović" Tuzla
2.	Bišić Amar	82	10+12	Richmond Park International Secondary School Tuzla
3.	Musić Aner	82	10+11	JU Behram-begova medresa Tuzla
4.	Muratović Faruk	82	9	JU Gimnazija „Ismet Mujezinović“ Tuzla
4.	Pašić Amila	82	9	JU Gimnazija "Meša Selimović" Tuzla
5.	Delić Harun	81	7	JU Behram-begova medresa Tuzla
6.	Ćudić Sara	79	10	JU Gimnazija "Dr. Mustafa Kamarić" Gračanica
7.	Ahmetović Edita	79	9	JU Gimnazija „Ismet Mujezinović“ Tuzla
5.	Omerović Kanita	79	7	JU Gimnazija "Meša Selimović" Tuzla
8.	Vržuljević Ana	79	7	KŠC "Sveti Franjo" - Opća gimnazija Tuzla
9.	Đuranović Vanja	78	10	KŠC "Sveti Franjo" - Opća gimnazija Tuzla
10.	Tabaković Mehmed	78	9	JU Mješovita srednja škola Banovići-gimnazija
10.	Marinović Vedran	78	9	KŠC "Sveti Franjo" - Opća gimnazija Tuzla
10.	Dautović Alem	78	9	Richmond Park International Secondary School Tuzla
11.	Efendić Selma	78	8	JU Gimnazija „Mustafa Novalić“ Gradačac
12.	Svrakić Amina	77	8	JU Gimnazija Živinice
12.	Ibrahimović Ermin	77	8	JU Gimnazija Živinice
13.	Halilović Muhamed	76	9	JU Gimnazija „Mustafa Novalić“ Gradačac
13.	Umihanić Emina	76	9	JU Behram-begova medresa Tuzla
14.	Džajić Džana	76	8	Richmond Park International Secondary School Tuzla
15.	Softić Amina	76	7	JU Gimnazija „Ismet Mujezinović“ Tuzla
16.	Mujkić Nejra	76	6	JU Mješovita srednja škola Srebrenik-gimnazija
16.	Ganibegović Esmā	76	6	JU Gimnazija „Mustafa Novalić“ Gradačac
17.	Džanić Fatima	75	8	JU Mješovita srednja škola Lukavac-gimnazija
18.	Vehabović Mina	75	7	MSŠ Dobož Istok-gimnazija
19.	Mehanović Lamija	75	6	MSŠ Dobož Istok-gimnazija
20.	Brđanović Nina	74	10	JU Gimnazija "Dr. Mustafa Kamarić" Gračanica
21.	Novalija Nejra	73	4	JU Mješovita srednja škola Lukavac-gimnazija
22.	Delić Amila	69	9	MSŠ Dobož Istok-gimnazija
23.	Isić Melisa	69	7	JU Gimnazija Živinice

KONAČNI REZULTATI ZA UČENIKE

TREĆIH RAZREDA-tehničke

R.B	Prezime i Ime Učenika	BODOVI	BOD+	ŠKOLA
1.	Topalović Danijel	82	8	JU Srednja medicinska škola Tuzla
2.	Puškar Emina	81	9	JU Mješovita srednja škola Gračanica
3.	Nišandžić Magdalena	81	7	JU MS građevinsko-geodetska škola Tuzla
4.	Ombašić Mahir	80	10	JU MS elektrotehnička škola Tuzla
5.	Hifziefendić Amir	79	9	JU Mješovita srednja škola Gračanica
6.	Beširović Haris	78	10	JU MSŠ „Hasan Kikić“ Gradačac
7.	Đokić Sandro	78	9	JU Mješovita srednja hemijska škola Tuzla
8.	Ibralić Sumeja	78	8	JU MS građevinsko-geodetska škola Tuzla
9.	Sudžuka Samed	77	7	JU MS elektrotehnička škola Tuzla
9.	Glavinić Ilma	77	7	JU MS građevinsko-geodetska škola Tuzla
10.	Murić Vedad	77	6	JU MS mašinska škola Tuzla
11.	Mešanović Nejra	77	5	JU Mješovita srednja škola Živinice
12.	Salihović Mela	76	9	JU Srednja medicinska škola Tuzla
12.	Čehović Adin	76	9	JU MS elektrotehnička škola Tuzla
13.	Sinanović Asja	76	6	JU Mješovita srednja škola Lukavac-medicinska
13.	Gluhčić Amar	76	6	JU MSŠ „Hasan Kikić“ Gradačac
13.	Hamzić Anes	76	6	JU Mješovita srednja škola Živinice
14.	Terzić Faruk	76	5	JU Mješovita srednja škola Banovići-E1
15.	Zečević Lamija	75	8	JU Mješovita srednja saobraćajna škola Tuzla
16.	Vilić Lamija	75	5	JU MSŠ „Hasan Kikić“ Gradačac
16.	Kukić Rijad	75	5	JU Mješovita srednja škola Banovići-E1
17.	Mujkić Nasiha	74	9	JU Mješovita srednja škola Gračanica
18.	Ibrahimović Nejra	74	8	JU Mješovita srednja škola Srebrenik-tehnička
19.	Mujić Lamija	74	7	JU MS ekonomsko-hemijska škola Lukavac
19.	Halilović Nejra	74	7	JU Mješovita srednja škola Živinice
20.	Krekić Benjamin	74	5	JU MSŠ "Musa Ćazim Ćatić" Kladanj
21.	Vrabac Aldijana	74	3	JU Mješovita srednja hemijska škola Tuzla
22.	Alić Melina	73	8	JU Mješovita srednja škola Lukavac-medicinska
23.	Gabeljić Emina	73	6	JU Mješovita srednja škola Banovići-E1
24.	Bukvarević Azra	73	5	JU Mješovita srednja škola Kalesija
25.	Smajlović Amar	72	8	JU Srednja medicinska škola Tuzla
26.	Babajić Isak	71	10	JU Mješovita srednja saobraćajna škola Tuzla
27.	Mehmedović Tarik	70	7	JU MSŠ "Musa Ćazim Ćatić" Kladanj
27.	Halilović Lejla	70	7	JU Srednja ekonomsko-trgovinska škola Tuzla
28.	Mehanović Tarik	70	6	JU Mješovita srednja hemijska škola Tuzla
29.	Ibraković Amar	68	6	JU Mješovita srednja škola Lukavac-medicinska
30.	Hrvić Aldin	67	9	JU MS elektro-mašinska škola Lukavac
31.	Halilović Mirjaz	67	7	MSŠ Doboj Istok-tehnička
32.	Okić Adnan	67	6	JU Mješovita srednja škola Tuzla
33.	Mršić Imran	67	5	JU MS mašinska škola Tuzla
34.	Hasanović Damir	63	3	JU Mješovita srednja škola Teočak
35.	Nurkanović Daris	63	1	MSŠ Doboj Istok-tehnička
36.	Bešić Šejla	62	6	JU Mješovita srednja saobraćajna škola Tuzla
36.	Spahić Sabina	62	6	JU Srednja muzička škola „Čestmir Mirko Dušek“
37.	Bešić Danis	62	0	JU Turističko-ugostiteljska škola Tuzla
38.	Čaušević Daris	61	7	JU Srednja ekonomsko-trgovinska škola Tuzla
39.	Šabanović Sarah	61	4	JU Turističko-ugostiteljska škola Tuzla
40.	Karić Osman	60	4	MSŠ Doboj Istok-tehnička

41.	Verlašević Majdina	59	3	JU Mješovita srednja škola Tuzla
42.	Mehmedović Arnad	57	6	JU MS elektro-mašinska škola Lukavac
43.	Hadžirešić Hamza	57	0	JU MS mašinska škola Tuzla
44.	Avdić Lamija	56	6	JU Srednja ekonomsko-trgovinska škola Tuzla
45.	Tufekčić Nina	51	1	JU Turističko-ugostiteljska škola Tuzla

PRILOG: FOTO GALERIJA

Svečano otvaranje Susreta. Direktor Abid Begović, prof.



Muzička sekcija škole



Prijem gostiju



Učenci rješavaju testove





Proglašenje pobjednika



