

**OGLEDNI TESTOVI PISMENIH ISPITA I KONCEPTI  
USMENIH I PRAKTIČNIH ISPITA**

**ZA**

**DIPLOMSKI SVEUČILIŠNI STUDIJ  
ENGLESKOG JEZIKA I KNJIŽEVNOSTI  
U AK. 2024./2025. GODINI**

## SADRŽAJ:

### PRVA GODINA

#### PRVI SEMESTAR:

|           |                             |
|-----------|-----------------------------|
| FFENM101J | Suvremeni engleski jezik 7  |
| FFENM102J | Glottodidaktika             |
| FFENM106J | Priroda Bildungsromana      |
| FFENM108J | Američki san u književnosti |
| FFENM109J | Audiovizualno prevođenje    |
| FFENM110J | Alan Moore: grafičke novele |

#### DRUGI SEMESTAR:

|           |                                     |
|-----------|-------------------------------------|
| FFENM201J | Suvremeni engleski jezik 8          |
| FFENM202J | Usvajanje drugog ili stranog jezika |
| FFENM212J | Uvod u teorije prevođenja           |
| FFENM214J | Školska praksa 1                    |
| FFENM209J | Milton                              |
| FFENM210J | Književnost američkog juga          |
| FFENM215J | Jezik i kultura                     |

## DRUGA GODINA

#### Treći semestar

|            |                                             |
|------------|---------------------------------------------|
| FFENM301J  | Suvremeni engleski jezik IX                 |
| FFENM302J  | Metodika nastave engleskog jezika           |
| FFENM310J  | Školska praksa II                           |
| FFENM313J  | Uvod u kognitivnu lingvistiku               |
| FFEN M305J | Poučavanje kulture u nastavi stranog jezika |
| FFENM306J  | Uvod u istraživanje jezičnog krajobraza     |
| FFEN M307J | Shakespeare - tragedije                     |
| FFEN M312J | Uvod u psiholingvistiku                     |

#### Četvrti semestar

|           |                                                        |
|-----------|--------------------------------------------------------|
| FFENM411J | Poučavanje kulture u nastavi stranog jezika            |
| FFENM410J | Školska praksa III                                     |
| FFENM403J | Varijante engleskog jezika                             |
| FFENM405J | Tennessee Williams                                     |
| FFENM407J | Prikaz (i) ludosti u književnosti                      |
| FFENM406J | Odabrane metode istraživanja u kognitivnoj lingvistici |

## I. SEMESTAR

### SUVREMENI ENGLISKI JEZIK 7 (FFENM101J)

#### Ogledni test pismenog ispita

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU2 - FFENM101J   | Cijeli zadatak       | 100                                 | 50                                             |

#### *Mosquito Money*

At 7:30 a.m. on Monday, Aug. 29, Miami started another day on the front lines of America's fight against the Zika virus. Dozens of pickup trucks pulled out of Miami-Dade County's mosquito-control department, west of the airport, carrying fumigation equipment that blankets city streets in clouds of bug-killing fog. The trucks headed to the area's two Zika hot zones: Wynwood, Miami's hip arts district, where the U.S.'s first locally transmitted case of the virus was discovered in July, and a 20-block stretch of Miami Beach. Among the fleet of trucks, all of which were driven by local contractors and county workers, was a small Jeep. At the wheel was Linda Kothera, an expert in mosquito insecticide resistance. Riding shotgun was Joanie Kenney, a virologist. Both work for the U.S. Centers for Disease Control and Prevention. Together, they make up half the agency's four-person Zika emergency response team on the ground in Miami. It's a bare-bones crew given the threat the virus poses not only to the city but also to the rest of the U.S. if it's allowed to spread. Since arriving on Aug. 17, the two CDC experts have spent their days driving around Miami to set out and collect mosquito traps. Each black canister, the size of a 5-gallon bucket, contains an oil that reeks of human body odor to attract the *Aedes aegypti* mosquito, which carries the virus. The data they collect are used to map the insects' population, so local authorities know where Zika has spread. Despite the prospect of a potentially devastating viral outbreak, gridlock has hobbled the federal response and left the burden of fighting Zika almost entirely on the back of state and local governments. Without a vaccine, the key to stopping Zika from spreading is to kill mosquitoes. In Florida, that responsibility falls to localities. The CDC can only advise on mosquito-control policy. The U.S. is also caught flat-footed because of years of fragmented and underfunded mosquito-control efforts. When it comes to mosquito control, there's no real solid organized response.

|                                 |                                                                                                                                                                                                         |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova. |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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#### Ogledni test 1. i 2. provjere vokabulara

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENMJ-2       | 1.                   | 18                                  | 9                                              |
| IU-FFENMJ-2       | 2.                   | 6                                   | 3                                              |

1. Explain the following terms/phrases or answer the questions:

- a) Play something down (e.g. a problem)
- b) Down-to-earth (adj. e.g. a down-to-earth person)
- c) Fallible (adj.)
- d) To headhunt
- e) Catch-22
- f) On cue
- g) Have a mind of its own
- h) Tourist trap
- i) A laughing stock
- j) An old chestnut
- k) To take somebody on
- l) Pride of place
- m) To keep a stiff upper lip
- n) Money-spinner
- o) Good riddance!
- p) Finish the saying: When the going gets tough...
- q) State three expressions used to describe very remote places.
- r) What is the difference between insure and ensure?

2. Translate the following terms/phrases/idioms into English:

- a) Prerano donositi zaključke
- b) Sačuvati obraz
- c) Trema
- d) Ne sklopiti ni oka
- e) Jako različito (od nečeg drugog – idiom)
- f) Zauzdati

|                                 |                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | odličan (5) – 23 i 24 osvojenih bodova<br>vrlo dobar (4) – 20,21 i 22 osvojenih bodova<br>dobar (3) – 17, 18 i 19 osvojenih bodova<br>dovoljan (2) – 14,15 i 16 osvojenih bodova<br>nedovoljan (1) – manje od 14 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
| Napomene:                       | Prva i druga provjera imaju isti format, samo se u prvoj provjeri testira poznavanje vokabulara obrađenoga do sredine semestra, a u drugoj vokabular obrađen od sredine do kraja semestra.                                                                                                                                    |

## GLOTODIDAKTIKA (FFENM102J)

### Ogledna pismena provjera znanja

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM102J-1    | 1.                   | 10                                  | 5                                              |
| IU-FFENM102J-1    | 2.                   | 10                                  | 5                                              |
| IU-FFENM102J-1    | 3.                   | 10                                  | 5                                              |

|                |     |    |   |
|----------------|-----|----|---|
| IU-FFENM102J-1 | 4.  | 10 | 5 |
| IU-FFENM102J-1 | 5.  | 10 | 5 |
| IU-FFENM102J-2 | 6.  | 10 | 5 |
| IU-FFENM102J-2 | 7.  | 10 | 5 |
| IU-FFENM102J-2 | 8.  | 10 | 5 |
| IU-FFENM102J-2 | 9.  | 10 | 5 |
| IU-FFENM102J-2 | 10. | 10 | 5 |

Ispitna pitanja se nalaze u obveznom udžbeniku “Teorija nastave stranih jezika – početnica za studente engleskog jezika autorice I. Dankić u dijelu poglavlja pod naslovom “Comprehension”. Pismena provjera se sastoji od nasumično raspoređenih 9 pitanja iz Početnice i to po jedno pitanje iz sljedećih poglavlja i jednog pitanja o odabranoj metodi iz obveznog udžbenika “Approaches and Methods in Language Teaching” od autora Richardsa i Rodgersa

1. Glottodidactics as an independent study (Poglavlje 1.)
2. NL vs. FL and Factors influencing FLL teaching (Poglavlja 2. i 3.)
3. Aims and Goals of FLT (Poglavlje 4)
4. Teaching receptive skills (Poglavlja 5. i 6.)
5. Teaching productive skills (Poglavlja 7. i 8.)
6. Teaching vocabulary and grammar (Poglavlja 9. i 10.)
7. Assessment and error correction (Poglavlja 11. i 12.)
8. Technology in the classroom (Poglavlje 13.)
9. The use of L1 in FLT and FL Culture teaching (14. i 15.)
10. Theoretical background of a selected method using R&R model for method/approach presentation (TPR, MI, ...)

|                                    |                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova<br>prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda<br>učenja za svaki zadatak. |
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### Ogledni primjer zadatka za završni rad iz Glotodidaktike

#### Koncept završnog rada

| Kod ishoda učenja | Ishod učenja                                    | Završni rad                                                                                           |
|-------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| IU-FFENM102J-3    | Izrada preglednog rada obrađujući odabranu temu | Student može odabrati slobodnu glotodidaktičku temu ili jednu o 6 predloženih za izradu završnog rada |

Primjeri općih tema za završni rad:

- a) The main differences between L1, L2 and FL
- b) Internal factors that influence FL learning
- c) External factors that influence FL learning
- d) Evaluation and grading of your students' work
- e) Mother tongue in foreign language classroom

f) Teaching FL culture

Izvadak iz općih uputa za pisanje preglednog rada:

- You are to write a literature review paper based on instructions provided by your instructor. A critical, constructive analysis of the literature related to your chosen topic (in a specific field of AL) through summary, classification, analysis or comparison is expected. Your aim is to write a scientific text relying on previously published literature or data. A suggested procedure you might follow:  
<https://doi.org/10.1080/01441647.2015.1065456>

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Raspon bodova prolaznih ocjena: | <p>odličan (5) – formalno, gramatički, pravopisno točan i sadržajno kvalitetan rad (60% ocjene)</p> <p>vrlo dobar (4) – zadovoljava formalno i sadržajno, ali su uočene manje gramatičke i pravopisne greške (51% ocjene)</p> <p>dobar (3) – zadovoljava formalno i sadržajno, ali su uočene veće gramatičke i pravopisne greške (42% ocjene)</p> <p>dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (33% ocjene)</p> <p>nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije</p> |
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## PRIRODA BILDUNGSROMANA (FFENM106J)

### Ogledni test pismenog ispita, 1. kolokvija i 2. kolokvija

| Kod ishoda učenja                | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|----------------------------------|----------------------|-------------------------------------|------------------------------------------------|
| FFENM106J-IU-1                   | A                    | 10                                  | 6                                              |
| FFENM106J-IU-6                   | B                    | 20                                  | 12                                             |
| FFENM106J-IU-2<br>FFENM106J-IU-3 | C                    | 20                                  | 12                                             |
| FFENM106J-IU-4                   | D                    | 20                                  | 12                                             |

**Part A:** Identify and briefly explain the following terms: (1 point each)

- |               |                     |
|---------------|---------------------|
| 1. Walworth   | 6. Fig tree         |
| 2. Rosenbergs | 7. Virgo            |
| 3. Tia        | 8. Winette Stonejar |
| 4. Education  | 9. Miss Scratcherd  |
| 5. Dublin     | 10. Provis          |

**Part B:** Identify **FOUR** of the following quotes (author, text, context), then **briefly** discuss the quote's significance to the novel as a whole. (5 points each)

- "You stock and stone!---You cold, cold heart.  
"What? do you reproach me for being cold? You?"  
"Are you not?" was the fierce retort.  
"You should know. . .I am what you have made me. Take all the praise, take all the blame. . ."

2. Not Adam and Eve, after eating the apple, could have been more upset than I was.
3. "When the soul of a man is born in this country there are nets flung at it to hold it back from flight. . . I shall try to fly by those nets."
4. I had a great yearning, lately, to pay my father back for all the years of neglect, and start tending his grave.
5. "People do go back, but they don't survive, because two realities are claiming them at the same time. Such things are too much. You can salt your heart, or kill your heart, or you can choose between the two realities. There is much pain here. Some people think you can have your cake and eat it. The cake goes mouldy and they choke on what's left. Going back after a long time will make you mad, because the people you left behind do not like to think of you changed, will treat you as they always did, accuse you of being indifferent, when you are only different."

**Part C:** Answer TWO of the following questions, clearly illustrating your opinion with examples from the texts: **(10 points each)**

1. Which stage of Campbell's hero's cycle do you consider to be the most significant in the development of the protagonist? Illustrate your position with examples from the texts studied in the course.
2. Compare Jane Eyre & Esther Greenwood - how does the rage the young women feel affect their development?
3. Children with parents achieve more than children without parents. Discuss with respect to Althusser's Ideological State Apparatuses, using examples from the novels read in this course.

**Part D:** Answer the following question in essay form: **(20 points)**

After outlining the basic constituents of the Bildungsroman, discuss which text you think best fulfills the elements of the genre. (In your response, you must address how the other texts fail to comply with these elements.)

|                                 |                                                                                                                                                                                                                                                                                                                   |
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| Raspon bodova prolaznih ocjena: | odličan (5) – 63-70 osvojenih bodova<br>vrlo dobar (4) – 56-62,9 osvojenih bodova<br>dobar (3) – 49-55,9 osvojenih bodova<br>dovoljan (2) – 42-48,9 osvojenih bodova<br>nedovoljan (1) – manje od 42 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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## AMERIČKI SAN U KNJIŽEVNOSTI (FFENM 108J)

### Ogledni primjer pismenog ispita

| KOD ISHODA UČENJA | BROJ PITANJA | MAKSIMALAN BROJ BODOVA ZA OSTVARIVANJE ISHODA UČENJA | MINIMALAN BROJ BODOVA ZA OSTVARIVANJE ISHODA UČENJA |
|-------------------|--------------|------------------------------------------------------|-----------------------------------------------------|
| IU-FFENM 108J-1   | 1.a          | 10                                                   | 5,7                                                 |
| IU-FFENM 108J-2   | 1.b          | 10                                                   | 5,7                                                 |
| IU-FFENM 108J-3   | 1.c          | 10                                                   | 5,7                                                 |
| IU-FFENM 108J-4   | 3.           | 20                                                   | 10,7                                                |
| IU-FFENM 108J-5   | 3.           | 20                                                   | 10,7                                                |

|                 |    |    |      |
|-----------------|----|----|------|
| IU-FFENM 108J-6 | 2. | 10 | 5,8  |
| IU-FFENM 108J-7 | 3. | 20 | 10,7 |

PITANJA:

1.
  - a) Define American Dream in literature.
  - b) Define development of the phenomenon of the Dream in social contexts as well as literature ones.
  - c) Does the concept of the Dream influence modern societies. What about our society?
  
2. Recognize and explain!
  - a) He's a man way out there in the blue, riding on a smile and a shoeshine . . . A salesman is got to dream, boy.
  - b) I hope she'll be a fool- that's the best thing a girl can be in this world, a beautiful little fool.
  - c) The world is lies. There is no friendship.
  - d) We are things of dry hours and the involuntary plan,  
Grayed in, and gray. "Dream" makes a giddy sound, not strong  
Like "rent," "feeding a wife," "satisfying a man
  - e) Or fester like a sore—  
And then run?  
Does it stink like rotten meat?  
Or crust and sugar over-  
like a syrupy sweet?  
Maybe it just sags  
like a heavy load.  
Or does it **explode**?
  
3. Choose two and write essays
  - a) Compare and contrast two texts we had analized from the perspective of the American Dream theme
  - b) American Dream in The Great Gatzby
  - c) American Dream in Kangston Hughes' poetry
  - d) Compare and contrast two poems we had analized from the perspective of the American Dream theme

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| spon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br><br>pod uvjetom da je postignut minimalan broj<br>bodova za ostvarivanje ishoda<br>enja za svaki zadatak. |
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## AUDIOVIZUALNO PREVOĐENJE (FFENM109J)

### Ogledni test pismenog ispita/predroka

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU1 - FFENM109J   | 1.,3.,4.             | 3                                   | 1.5                                            |
| IU2 - FFENM109J   | 2.,5.                | 3                                   | 1.5                                            |
| IU3 - FFENM109J   | 1.,3.,4.             | 3                                   | 1.5                                            |

1. Which characteristics of AV texts make their translation different from the translation of written texts?
2. Provide one example of AVT users' involvement in the translation of AV content.
3. Discuss the reasons why reduction of the original dialogue is frequently inevitable in subtitles.
4. In what respects is dubbing different from voice-over?
5. What does eye-tracking method imply and how can it help us understand AV content better?

|                                 |                                                                                                                                                                                                                                                                                                              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | odličan (5) – 14 i 15 osvojenih bodova<br>vrlo dobar (4) – 13 osvojenih bodova<br>dobar (3) – 11 i 12 osvojenih bodova<br>dovoljan (2) – 9 i 10 osvojenih bodova<br>nedovoljan (1) – manje od 9 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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## ALAN MOORE. GRAFIČKE NOVELE (FFENM110J)

**Napomena:** Studenti tijekom semestra rade dva kolokvija na kojem mogu ostvariti maksimalno 70% ukupne ocjene (svaki kolokvij predstavlja 35% ocjene), dok preostalih 30% ocjene čini aktivnost na satu. Ukoliko studenti ne polože jedan ili oba kolokvija, onda na kraju semestra rade završni usmeni ispit koji čini 70% ocjene.

### Ogledni test 1. kolokvija

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU- FFENM110J -1  | 1.a.                 | 2                                   | 1                                              |
| IU- FFENM110J -1  | 2.b.                 | 2                                   | 1                                              |
| IU- FFENM110J -1  | 3.c.                 | 3                                   | 2                                              |
| IU- FFENM110J -2  | 2.a                  | 4                                   | 2                                              |
| IU- FFENM110J -2  | 2.b.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.c.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.d.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.e.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.f.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.g.                 | 4                                   | 2                                              |

I. Answer the following questions with a paragraph or so:

- 1.) Describe Batman's immature aspects of his psyche.
- 2.) Discuss Batman's vigilantism and feudalism.
- 3.) Describe some contradictions in Wonder Woman's character.

II. Answer the following questions with short answers, one or two sentences, or maybe three:

- 1.) Define comic books and name some of the first "comics".
- 2.) Briefly explain each of the three types of comic books.
- 3.) Briefly define four periods of comic books in the USA and provide a time period for each.
- 4.) Briefly explain the differences between Steve Rogers and Bucky.
- 5.) Explain which social values Tony Stark stands for.
- 6.) Briefly explain Moore's stance on thought balloons in comics.
- 7.) Briefly explain Moore's opinion on why comics are better than movies when it comes to contemplating a scene.

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | 1. kolokvij se smatra položenim ako student postigne najmanje 17 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.<br>Konačna ocjena, uz bodovanje aktivnosti na nastavi (30%) dobije se kumulativnim zbrojem bodova 1. i 2. kolokvija, na način:<br>manje od 54% točnih odgovora = 0% ocjene<br>od 55% do 66% točnih odgovora = 25% ocjene<br>od 67% do 78% točnih odgovora = 35% ocjene<br>od 79% do 90% točnih odgovora = 55% ocjene<br>od 91% do 100% točnih odgovora = 70% ocjene |
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### Ogledni test 2. kolokvija

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU- FFENM110J -1  | 1.a.                 | 2                                   | 1                                              |
| IU- FFENM110J -1  | 2.b.                 | 2                                   | 1                                              |
| IU- FFENM110J -1  | 3.c.                 | 3                                   | 2                                              |
| IU- FFENM110J -2  | 2.a                  | 4                                   | 2                                              |
| IU- FFENM110J -2  | 2.b.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.c.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.d.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.e.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.f.                 | 4                                   | 2                                              |
| IU- FFENM110J -3  | 2.g.                 | 4                                   | 2                                              |

I. Answer the following questions with five or six sentences or so:

- 1.) Describe the significance of Stevie and Angel's conversation about the "true" America.
- 2.) Describe how the British comic book characters Judge Dredd and Judge Death are a parody of American vigilantism and the Punisher.
- 3.) Describe the contemporary social issues explored in Superman IV.

II. Answer the following questions with short answers, one or two sentences, or maybe three:

- 1.) Explain why the Comedian, a supposedly amoral killer, was so depressed with Adrian's plan.

- 2.) Explain the abbreviation M.A.D. in the context of Moore's comic.
- 3.) Briefly explain Ozymandias's phrase "moral checkmate".
- 4.) Briefly explain how V's murder of Prothero was poetic justice.
- 5.) Explain what "the hideous flaw" of humanity dr. Delia mentions is about.
- 6.) Briefly explain "the prerogative" the Fingers of the regime mention to Evey once they catch her for illegal prostitution.
- 7.) Briefly explain what V wanted to accomplish by torturing Evey.

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Raspon bodova prolaznih ocjena: | <p>2. kolokvij se smatra položenim ako student postigne najmanje 17 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.</p> <p>Konačna ocjena, uz bodovanje aktivnosti na nastavi (30%) dobije se kumulativnim zbrojem bodova 1. i 2. kolokvija, na način:</p> <p>manje od 54% točnih odgovora = 0% ocjene<br/> od 55% do 66% točnih odgovora = 25% ocjene<br/> od 67% do 78% točnih odgovora = 35% ocjene<br/> od 79% do 90% točnih odgovora = 55% ocjene<br/> od 91% do 100% točnih odgovora = 70% ocjene</p> |
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### Koncept usmenog ispita

| Kod ishoda učenja | Naziv sadržajne cjeline                                                                                                            | Broj pitanja/zadataka koji se odnose na ishod učenja | Min. broj odgovorenih pitanja / riješenih zadataka za ostvarivanje ishoda učenja |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------|
| IU- FFENM110J -1  | Povijesni i društveni razvoj stripa kao medija; najistaknutiji predstavnici                                                        | 2                                                    | 1                                                                                |
| IU- FFENM110J -2  | Vrste i podvrste stripa kao medija                                                                                                 | 2                                                    | 1                                                                                |
| IU- FFENM110J -3  | Višeznačnost, psihološki i aspekt aspekt proze grafičkih novela                                                                    | 2                                                    | 1                                                                                |
| IU- FFENM110J -3  | kritička analiza važnih citata iz relevantnih djela, prepoznavanje konteksta te objašnjavanje važnost citata za tekst kao cjelinu. | 2                                                    | 1                                                                                |

|                                 |                                                            |
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| Raspon bodova prolaznih ocjena: | odličan (5) – točno odgovorena sva pitanja iz svih cjelina |
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|  |                                                                                                                                                                                                                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | vrlodobar (4) – točno odgovorena 3 i pol pitanja i minimalan broj pitanja po svakoj cjelini<br>dobar (3) – točno odgovorena 3 pitanja i minimalan broj pitanja po svakoj cjelini<br>dovoljan (2) – točno odgovorena 2 pitanja i minimalan broj pitanja po svakoj cjelini<br>nedovoljan (1) – nije odgovoren minimalan broj pitanja po svakoj cjelini |
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## II. SEMESTAR

### SUVREMENI ENGLSKI JEZIK 8 (FFENM201J)

#### Ogledni test pismenog ispita

| Kod ishoda učenja                | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|----------------------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM201J-3<br>IU-FFENM201J-4 | Cijeli zadatak       | 100                                 | 50                                             |

Gramatika i pravopis – 40 bodova

Vokabular – 40 bodova

Fraze/idiomi – 20 bodova

**Please translate the following text into English!**

#### 5 europskih zemalja koje nemaju niti jednog aerodroma

Da, da, iako je zračni promet već desetljećima najbrži način za dolazak s jednog mjesta na drugo, neke su europske države i dan-danas bez aerodroma. Naravno, treba otvoreno reći kako se radi o površinom prilično malim državama, ali svejedno, da biste u njih došli avionom, morate prijeći granicu – cestovnim ili morskim putem!

##### Vatikan

Najmanja država na svijetu i da hoće, teško bi negdje mogla smjestiti zračnu luku. Prostire se tek na 0,44 kvadratna kilometra, a nalazi se usred Rima, koji ionako ima dva međunarodna aerodroma. Stoga ovdje sletite malo izvan grada, dovezete se javnim prijevozom do Rima i nakon razgledavanja Koloseuma, Galerije Borghese i sličnog zaputite se u Vatikan vidjeti papu.

##### San Marino

Kad smo već kod Italije, i San Marino, država koju je osnovao "naš čovjek", stolar Marin s Raba, nema aerodrom. Radi se o petoj najmanjoj državi na svijetu, a i ona je, baš kao i Vatikan, "zaključana" Italijom. Najbliži joj je aerodrom Federico Fellini u Riminiju, smješten petnaestak kilometara dalje, pa nešto više od 30 tisuća žitelja San Marina ako želi letjeti avionom mora skoknuti do tog grada.

##### Monako

Ovu kneževinu s tri strane okružuje Francuska, a s četvrte – Mediteransko more. Monako, najnapučenija zemlja svijeta, također nema zračnu luku, a najbliža je udaljena pola sata, u Nici. Unatoč tome što je bez aerodroma, Monako se ima čime podičiti, primjerice utrkom Formule 1, a tu su naravno i luksuzi koje je teško uopće i zamisliti...

##### Lihtenštajn

Zemlja s ponosom nosi titulu najmanje države svijeta koja graniči s dvije zemlje – Austrijom i Švicarskom. Automobil, željeznica, ali i brod, moguća su prijevozna sredstva kojima se može ući u zemlju, a najbliži aerodrom nalazi se u švicarskom St. Gallenu. Ipak, baš briga stanovnike ove zemlje, možda nemaju aerodrom, ali sudeći po uvjetima života, u Lihtenštajnu žive kao bubrezi u loju...

##### Andora

Smještena između Francuske i Španjolske, na priličnom brdskom terenu, Andora je zemlja u kojoj možete uživati u planinarenju i skijanju. Glavni grad Andorra la Vella može se pohvaliti time da je glavni grad na najvišoj nadmorskoj visini u Europi. Ipak, za let avionom morat ćete odabrati neki od aerodroma u susjednim zemljama.

|                                 |                                                                                                                                                                                                         |
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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova. |
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## USVAJANJE DRUGOG ILI STRANOG JEZIKA (FFENM202J)

### Ogledna pismena provjera znanja

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM202J-2    | 1.                   | 10                                  | 5                                              |
| IU-FFENM202J-2    | 2.                   | 10                                  | 5                                              |
| IU-FFENM202J-2    | 3.                   | 10                                  | 5                                              |
| IU-FFENM202J-2    | 4.                   | 10                                  | 5                                              |
| IU-FFENM202J-2    | 5.                   | 10                                  | 5                                              |
| IU-FFENM202J-3    | 6.                   | 10                                  | 5                                              |
| IU-FFENM202J-3    | 7.                   | 10                                  | 5                                              |
| IU-FFENM202J-3    | 8.                   | 10                                  | 5                                              |
| IU-FFENM202J-3    | 9.                   | 10                                  | 5                                              |
| IU-FFENM202J-3    | 10.                  | 10                                  | 5                                              |

Pismena provjera se sastoji od nasumično raspoređenih 10 pitanja otvorenog tipa vezanih za (pod)teme obrađene u nastavi i s popisa dogovorenog sa studentima. Bazični ogledni popis:

1. The place of second language and SLA in the world today
2. Why study second language acquisition?
3. Development of the field of study of second language acquisition in the future
4. Second language acquisition research methodology (you can choose a subtopic)
5. Contrastive analysis
7. Error analysis
9. Performance analysis
10. Discourse analysis
11. Conversational analysis
12. IL and free variation
13. IL and systematic variability
14. ILs exhibit common acquisition orders and developmental sequences
15. Acquisition order: morpheme studies
16. Developmental sequence: interrogatives
17. Developmental sequence: negation
18. ILs are influenced by the learner's LI
19. The effect of the LI on SLA: how
20. The effect of the LI on SLA: when (markedness)
21. The effect of the LI on SLA: when (perceived transferability)
22. Linguistic input for first language acquisition
23. Linguistic input for second language acquisition
24. Linguistic adjustments to non-native speakers
25. Conversational adjustments to non-native speakers

26. Does the linguistic environment make a difference?
27. The effect of deviant input
28. The role of conversation in developing syntax
29. Input frequency-accuracy order relationships
30. Input modification and second language comprehension
31. Comprehensible input and second language acquisition
32. Chomsky's Universal Grammar and SLA today
33. A critique of language-specific nativist theories
34. Krashen's Monitor Theory
35. A critique of Monitor Theory
36. Environmentalist theories of SLA today
37. Schumann's Pidginization Hypothesis and Acculturation Model
38. A critique of the Pidginization Hypothesis and Acculturation Model
39. Interactionist theories of SLA today
40. Givon's Functional-Typological Theory and SLA
41. A critique of Givon's theory in SLA research
42. The ZISA's group's Multidimensional Model
43. A critique of the Multidimensional Model
44. Early research on the effect of instruction, and some claimed implications
45. The effect of instruction on accuracy orders and developmental sequences
46. The effect of instruction on acquisition processes
47. The effect of instruction on rate of acquisition
48. The effect of instruction on the level of ultimate SL

|                                 |                                                                                                                                                                                                                                                                                                              |
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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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### Koncept prijedloga istraživanja, završnog rada i prezentacije

| Kod ishoda učenja | Ishod učenja                                                                               | Pod mentorstvom predmetnog nastavnika student odabire literaturu, osmišljava istraživanje, prikuplja i analizira podatke i donosi zaključke. Piše završni rad u kojem predstavlja rezultate i prezentira ih ostalim studentima i nastavniku |
|-------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IU-FFENM2021-4    | Osmišlja, piše i izvještava o vlastitom istraživanju o usvajanju drugog ili stranog jezika |                                                                                                                                                                                                                                             |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Raspon bodova prolaznih ocjena: | <p>Ocjene za završni rad:</p> <p>odličan (5) – formalno, gramatički, pravopisno točan i sadržajno kvalitetan rad (60% ocjene)</p> <p>vrlo dobar (4) – zadovoljava formalno i sadržajno, ali su uočene manje gramatičke i pravopisne greške (51% ocjene)</p> <p>dobar (3) – zadovoljava formalno i sadržajno, ali su uočene veće gramatičke i pravopisne greške (42% ocjene)</p> <p>dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (33% ocjene)</p> <p>nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije</p> <p>Ocjene za izlaganje završnog rada:</p> <p>odličan (5) – usmeno izlaganje izvrsno pripremljeno (10% ocjene)</p> <p>vrlo dobar (4) – dobro pripremljeno izlaganje, ali su uočene manje pravogovorne progreske (8.5 % ocjene)</p> <p>dobar (3) – Rad nije pročitao, ali su uočeni veći nedostaci u usmenom izlaganju (7% ocjene)</p> <p>dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (5.5% ocjene)</p> <p>nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije</p> |
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|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Napomena: | <p>Odabir istraživačke teme odobrava predmetni nastavnik i ocjenjuje prijedlog istraživanja na sljedeći način:</p> <p>odličan (5) - samostalno osmišljen i kvalitetan prijedlog i dobro istražena literatura (10% ocjene)</p> <p>vrlo dobar (4) - kvalitetno osmišljen prijedlog uz manje metodološke nedostatke (8.5% ocjene)</p> <p>dobar (3) - prijedlog istraživanja dobro osmišljen, veći metodološki nedostaci (7%)</p> <p>dovoljan (2) - prijedlog istraživanja osmišljen, ograničena literatura (5.5%)</p> <p>nedovoljan (1) - popis literature i prijedlog istraživanja nije dostavljen ili je neprihvatljiv (0% ocjene)</p> |
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## UVOD U TEORIJE PREVOĐENJA (FFENM212J)

### Ogledni test pismenog ispita/1. kolokvija/2. kolokvija

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU1 - FFENM212J   | 2.,4.,5.             | 3                                   | 1.5                                            |
| IU2 - FFENM212J   | 1.,3.,6.             | 3                                   | 1.5                                            |

1. Why is Jakobson's classification of translation ahead of its time (1959)?
2. What are shifts and who created the term? Explain one type of shifts of your own choice.
3. Does ST have the same status in Skopos theory and Theory of Translational Action? Discuss.

- Describe how Toury perceives equivalence.
- Lefevere believes that rewriting happens due to either ideological or poetological reasons. Explain poetological reasons and provide an example.
- What is the relationship between localization and translation?

|                                 |                                                                                                                                                                                                                                                                                                                     |
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| Raspon bodova prolaznih ocjena: | odličan (5) – 17 i 18 osvojenih bodova<br>vrlo dobar (4) – 15 i 16 osvojenih bodova<br>dobar (3) – 13 i 14 osvojenih bodova<br>dovoljan (2) – 11 i 12 osvojenih bodova<br>nedovoljan (1) – manje od 11 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: | Format ispita i kolokvija je isti, samo se na 1. kolokviju provjerava prva polovina gradiva, a na 2. kolokviju druga. |
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### ŠKOLSKA PRAKSA 1 (FFENM214J)

#### Ogledni test pismenog ispita

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM214J-1    | 1.                   | 20                                  | 10                                             |
| IU-FFENM214J-2    | 2.                   | 20                                  | 10                                             |
| IU-FFENM214J-3    | 3.                   | 20                                  | 10                                             |
| IU-FFENM214J-4    | 4.                   | 20                                  | 10                                             |
| IU-FFENM214J-5    | 5.                   | 20                                  | 10                                             |

- Definiraj standarde učiteljske profesije.
- Opiši pojmove *praćenje*, *vrjednovanje* i *ocjenjivanje*
- Definiraj uloge:  
*a)školskog odbora b) ravnatelja c) stručnog suradnika*
- Objasni pojam *diferencirano poučavanje*.
- Opiši karakteristike nastavnika koji učinkovito upravlja inkluzivnim razredom.

|                                 |                                                                                                                                                                                                                                                                                                             |
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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlodobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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## MILTON (FFENM209J)

**Napomena:** Studenti tijekom semestra rade dva kolokvija na kojem mogu ostvariti maksimalno 70% ukupne ocjene (svaki kolokvij predstavlja 35% ocjene), dok preostalih 30% ocjene čini aktivnost na satu. Ukoliko studenti ne polože jedan ili oba kolokvija, onda na kraju semestra rade završni usmeni ispit koji čini 70% ocjene.

### Ogledni test 1. kolokvija

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU- FFENM209J -1  | 1.a.                 | 4                                   | 3                                              |
| IU- FFENM209J -1  | 1.b.                 | 4                                   | 3                                              |
| IU- FFENM209J -2  | 1.c.                 | 4                                   | 3                                              |
| IU- FFENM209J -2  | 1.d.                 | 4                                   | 3                                              |
| IU- FFENM209J -3  | 1.e.                 | 4                                   | 3                                              |
| IU- FFENM209J -3  | 1.f.                 | 4                                   | 3                                              |
| IU- FFENM209J -3  | 1.g.                 | 4                                   | 3                                              |
| IU- FFENM209J -4  | 2.                   | 7                                   | 4                                              |

1. Explain the following:

1.) TULIP of Calvinism

2.) Eikon Basilike and Eikonoklastes

3.) Pelagianism

4.) Arianism

5.) Name at least 4 sources for Paradise Lost

6.) Free will, election and reprobation

7.) Five tenets of Arminianism

II. Identify the quotes, their character and significance:

I. This said, he sat; and expectation held  
His look suspense, awaiting who appear'd  
To second, or oppose, or undertake  
The perilous attempt; but all sat mute,  
Pondering the danger with deep thoughts...

II. I thence  
Invoke thy aid to my adventurous Song,  
That with no middle flight intends to soar  
Above th' Aonian Mount, while it pursues  
Things unattempted yet in Prose or Rhime.

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | <p>1. kolokvij se smatra položenim ako student postigne najmanje 17 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.</p> <p>Konačna ocjena, uz bodovanje aktivnosti na nastavi (30%) dobije se kumulativnim zbrojem bodova 1. i 2. kolokvija, na način:</p> <p>manje od 54% točnih odgovora = 0% ocjene<br/> od 55% do 66% točnih odgovora = 25% ocjene<br/> od 67% do 78% točnih odgovora = 35% ocjene<br/> od 79% do 90% točnih odgovora = 55% ocjene<br/> od 91% do 100% točnih odgovora = 70% ocjene</p> |
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### Ogledni test 2. kolokvija

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU- FFENM209J -1  | 1.a.                 | 4                                   | 3                                              |
| IU- FFENM209J -1  | 1.b.                 | 4                                   | 3                                              |
| IU- FFENM209J -2  | 1.c.                 | 4                                   | 3                                              |
| IU- FFENM209J -2  | 1.d.                 | 4                                   | 3                                              |
| IU- FFENM209J -3  | 1.e.                 | 4                                   | 3                                              |
| IU- FFENM209J -3  | 1.f.                 | 4                                   | 3                                              |
| IU- FFENM209J -3  | 1.g.                 | 4                                   | 3                                              |
| IU- FFENM209J -4  | 2.                   | 7                                   | 4                                              |

1. Explain the following:

- 1.) felix culpa and its justification
- 2.) Milton's heresies of ex deo and mortalism
- 3.) name some of Satan's classical traits
- 4.) name some of the absurdities in the war in heaven in PL
- 5.) the normal and theological understanding of free will
- 6.) name some of the characteristics of a Christian hero
- 7.) Milton's method of gradual revelation

II. Identify the quotes, their character and significance:

1. Go; for thy stay, not free, absents thee more;  
Go in thy native innocence, relieve  
On what thou hast of vertue, summon all,  
For God towards thee hath done his part, do thine.

2. ...for with thee  
Certain my resolution is to Die;  
How can I live without thee, how forgoe  
Thy sweet Converse and Love so dearly joyn'd,  
To live again in these wilde Woods forlorn?

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | <p>2. kolokvij se smatra položenim ako student postigne najmanje 17 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.</p> <p>Konačna ocjena, uz bodovanje aktivnosti na nastavi (30%) dobije se kumulativnim zbrojem bodova 1. i 2. kolokvija, na način:</p> <p>manje od 54% točnih odgovora = 0% ocjene<br/> od 55% do 66% točnih odgovora = 25% ocjene<br/> od 67% do 78% točnih odgovora = 35% ocjene<br/> od 79% do 90% točnih odgovora = 55% ocjene<br/> od 91% do 100% točnih odgovora = 70% ocjene</p> |
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### Koncept usmenog ispita

| Kod ishoda učenja | Naziv sadržajne cjeline                                                                                                            | Broj pitanja/zadataka koji se odnose na ishod učenja | Min. broj odgovorenih pitanja / riješenih zadataka za ostvarivanje ishoda učenja |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------|
| IU- FFENM209J -1  | Opća povijesna i društvena previranja sedamnaestog stoljeća                                                                        | 2                                                    | 1                                                                                |
| IU- FFENM209J -2  | Različitost i snaga žanrova Miltonovog stvaralaštva                                                                                | 2                                                    | 1                                                                                |
| IU- FFENM209J -3  | Religiozne i političke kontroverze engleske republike i monarhije, te utjecaj istih na Miltonova djela                             | 2                                                    | 1                                                                                |
| IU- FFENM209J -4  | kritička analiza važnih citata iz relevantnih djela, prepoznavanje konteksta te objašnjavanje važnost citata za tekst kao cjelinu. | 2                                                    | 1                                                                                |

|                                 |                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | <p>odličan (5) – točno odgovorena sva pitanja iz svih cjelina<br/> vrlodobar (4) – točno odgovorena 3 i pol pitanja i minimalan broj pitanja po svakoj cjelini<br/> dobar (3) – točno odgovorena 3 pitanja i minimalan broj pitanja po svakoj cjelini<br/> dovoljan (2) – točno odgovorena 2 pitanja i minimalan broj pitanja po svakoj cjelini</p> |
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|  | nedovoljan (1) – nije odgovoren minimalan broj pitanja po svakoj cjelini |
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| Napomene: |  |
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## KNJIŽEVNOST AMERIČKOG JUGA (FFENM 210J)

### Ogledni primjer pismenog ispita

| KOD ISHODA UČENJA | BROJ PITANJA | MAKSIMALAN BROJ BODOVA ZA OSTVARIVANJE ISHODA UČENJA | MINIMALAN BROJ BODOVA ZA OSTVARIVANJE ISHODA UČENJA |
|-------------------|--------------|------------------------------------------------------|-----------------------------------------------------|
| IU-FFENM 210J-1   | 1.           | 20                                                   | 10,6                                                |
| IU-FFENM 210J-2   | 2.           | 20                                                   | 10,8                                                |
| IU-FFENM 210J-3   | 3.           | 10                                                   | 5,6                                                 |
| IU-FFENM 210J-4   | 3.           | 10                                                   | 5,6                                                 |
| IU-FFENM 210J-5   | 3.           | 10                                                   | 5,6                                                 |
| IU-FFENM 210J-6   | 3.           | 10                                                   | 5,6                                                 |
| IU-FFENM 210J-7   | 3.           | 10                                                   | 5,6                                                 |
| IU-FFENM 210J-8   | 3.           | 10                                                   | 5,6                                                 |

#### PITANJA:

4. a) What are historical /cultural factors that contributed development of American South literature?  
d) What are the main characteristics of American South literature? Are they related to present cultural trends / events and if so name one example.
5. Recognize and explain!
  - a) He (Armand) thought Almighty God had dealt cruelly and unjustly with him; and felt, somehow, that he was paying Him back in kind when he stabbed thus into his wife's soul.
  - b) My grandmothers are full of memories  
Smelling of soap and onions and wet clay  
With veins rolling roughly over quick hands  
They have many clean words to say.  
My grandmothers were strong.  
Why am I not as they?
  - c) Memory believes before knowing remembers. Believes longer than recollects, longer than knowing even wonders.
  - d) After all, tomorrow is another day.
  - e) When I told the folks at home what had happened, they called me a fool. They told me that I must never again attempt to exceed my boundaries. When you are working for white folks, they said, you got to "stay in your place" if you want to keep working.
6. Choose two and write essays
  - e) Compare and contrast two texts we had analyzed from the perspective of the American South literature
  - f) American South theme and / or background in Gone With the Wind
  - g) American South theme and / or background in two poems by different authors
  - h) American South theme and / or background in Light in August

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| raspon bodova prolaznih ocjena: | <p>odličan (5) – 91-100 osvojenih bodova<br/> vrlo dobar (4) – 79-90 osvojenih bodova<br/> dobar (3) – 67-78 osvojenih bodova<br/> dovoljan (2) – 55-66 osvojenih bodova<br/> nedovoljan (1) – manje od 55 bodova,</p> <p>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.</p> |
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| opisane: |
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## JEZIK I KULTURA (FFENM214J)

### Ogledni primjer pismenog ispita

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova na pitanju/zadatku |
|-------------------|----------------------|-------------------------------------|-------------------------------------|
| IU- FFENM214J- 1  | 1.                   | 5                                   | 2.5                                 |
| IU- FFENM214J- 2  | 2.                   | 5                                   | 2.5                                 |
| IU- FFENM214J- 2  | 3.                   | 5                                   | 2.5                                 |
| IU- FFENM214J- 4  | 4.                   | 5                                   | 2.5                                 |
| IU- FFENM214J- 5  | 5.                   | 5                                   | 2.5                                 |
| IU- FFENM214J- 4  | 6.                   | 5                                   | 2.5                                 |
| IU- FFENM214J- 5  | 7.                   | 5                                   | 2.5                                 |
| IU- FFENM214J- 3  | 8.                   | 5                                   | 2.5                                 |

1. Explain the notion of linguistic relativity.
2. Can you, please, discuss levels of culture and provide examples?
3. What is the difference between the context of situation and the context of culture, provide examples?
4. What are contextualization cues, provide examples?
5. How did printing influence the relation of language and culture?
6. How would you explain the terms multiculturalism and superdiversity?
7. Are there any cultural limitations to humor, discuss?
8. What is the relationship between language and culture?

|                                 |                                                                                                                                                                              |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | Završni pismeni ispit se smatra položenim ako student postigne najmanje 51% od ukupnog broja bodova pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|  | učenja za svaki zadatak. |
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## DRUGA GODINA

### Treći semestar

## SUVREMENI ENGLISKI JEZIK 9 (FFENM301J)

### Ogledni test pismenog ispita/1. kolokvija/2. kolokvija

| Kod ishoda učenja                | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|----------------------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM301J-5                   | 1.                   | 20                                  | 10                                             |
| IU-FFENM301J-2                   | 2.                   | 20                                  | 10                                             |
| IU-FFENM301J-2                   | 3.                   | 10                                  | 5                                              |
| IU-FFENM301J-3<br>IU-FFENM301J-4 | 4.                   | 50                                  | 25                                             |

#### 1. Paraphrase the following sentences using your own words (3-4 sentences max.)

- "I think games are fine if they are part of a balanced life." ("Living Inside a Virtual World")
- "To encourage marriage, or to get better prospects, the family (read, parents) itself becomes the search engine." ("Alfresco Marriage Market")

#### 2. Explain the meaning of the following words and phrases:

- Partisan (noun)
- Unemployment benefit
- To baste (food)
- Limbo
- Rat race
- Hush money
- Congenital disorder
- Money laundering
- Classifieds
- Exit poll

#### 3. Use the words and expressions from the exercise 2 in the sentences below. Change the form if necessary.

- Put the turkey into the oven, and \_\_\_\_\_ it occasionally while baking.
- The police has found out that the city is a major centre for \_\_\_\_\_.
- "CNN is just about to publish its first \_\_\_\_\_," he announced, crossing to the television and switching it on.
- Recently released from prison, Hubbell is once again under investigation by Starr, this

time for allegedly accepting \_\_\_\_\_.

- e) Such tickets used to be advertised regularly in newspaper \_\_\_\_\_.
- f) Family history should be obtained to evaluate the risk of \_\_\_\_\_.
- g) I'm in \_\_\_\_\_ now until I know whether I've got the job.
- h) How he had managed to survive, unless it was simply on \_\_\_\_\_, Patrick had never discovered.
- i) The fact that party \_\_\_\_\_ are put in charge of running the elections is an obvious conflict of interest.
- j) An executive from an international chemical company has given up the \_\_\_\_\_ to run a farm.

#### 4. Translate the following article into Croatian:

A picture of a house in Dalmatia, surrounded by mountains and the threatening grey skies of winter becomes a hit on Facebook, thanks to the trusty old German flag.

If you're anything like me, then you're a (not so secret) lover of memes. Croatian memes can get quite dark, given the often murky waters that a lot of the country's political events are staged in, but once you reach a certain level of desensitisation, you can crack a grin at most of them.

Not all of them are politically based, which is a first indeed for a country that asks you what ties you have to any political party when merely opening a current account, and one page in particular is a hit across the country.

The extremely popular Facebook page Dnevna doza prosječnog Dalmatinca (A daily dose of the average Dalmatian) is a usually light hearted take on the funny and often odd activities undertaken in Dalmatia. From innovative ways to dry out the famous prosciutto from Driis to giant inflatable flamingos precariously tied to cars travelling down motorways - this Facebook page covers it all.

Recently, a photo of a house in Dalmatia appeared on the page. This house in Dalmatia was nothing outstanding, quite the opposite in fact. But the sight of the Croatian flag flying alongside the German flag drew in some interesting and funny comments from social media users.

As Poslovni Dnevnik writes, the house in Dalmatia, more specifically a photo from Kastela, speaks volumes with its flying of the German flag, a flag which many Croats worship.

ILI

#### 4. Translate the following article into English:

##### Ako vrijedate na Twitteru, možete očekivati kaznu i suspenziju

I do sada je na Twitteru, koliko je to naravno moguće kada je u pitanju društvena mreža, bilo određenih kazni za uvredljive komentare. Objave koje su prelazile granicu dobrog ukusa, poštivanja sugovornika i općenito normalne rasprave bile su izbrisane, a korisnički računi koji su ponavljali "kaznena djela" čak i brisani s ove društvene mreže. Naravno da se u "žaru rasprave" ponekad zna pretjerati, stoga su mnogi bili nezadovoljni permanentnim brisanjem računa s Twittera, pravdajući se da "zaslužuju još jednu šansu da se poprave", što će im, ako je suditi po iskustvima nekih korisnika posljednjih dana, biti omogućeno.

Dio korisnika je prijavio kako su im na 12 sati limitirani korisnički računi, izbrisane objave koje su detektirane uvredljivima, da bi nakon isteka navedenog vremena sve bilo vraćeno u potpunu normalu. Brzo je otkriveno da se radi o novoj mjeri koju Twitter uvodi za one koji se "zaigraju". Kada i ako se ogriješite o pravila ponašanja i objavite "potencijalno uvredljiv sadržaj", dobiti ćete privremenu suspenziju na 12 sati. U tom roku će vaše objave biti vidljive

samo vašim pratiteljima na Twitteru, nakon toga će se sve vratiti u potpunu funkcionalnost, osim što će neprimjerene objave biti u potpunosti obrisane. Ako se pak dogodi da učestalo ponavljate ovakve incidente, nije isključen ni potpuni "ban" s ove društvene mreže.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                            |
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| Raspon bodova<br>prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje<br>ishoda učenja za svaki zadatak.                                                                            |
| Napomene:                          | Format ispita i kolokvija je isti, samo se na 1. kolokviju provjerava prva polovina gradiva, a na 2. kolokviju druga. Na 1. kolokviju prevodi se tekst s engleskoga na hrvatski, na 2. kolokviju s hrvatskoga na engleski. Na 1. ispitnom roku prevodi se tekst s engleskoga na hrvatski, na 2. ispitnom roku s hrvatskoga na engleski te tim redoslijedom na sljedećim ispitnim rokovima. |

## METODIKA NASTAVE ENGLESKOG JEZIKA (FFENM302J)

### Ogledna pismena provjera znanja

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM302J-1    | 1.                   | 10                                  | 5                                              |
| IU-FFENM302J-1    | 2.                   | 10                                  | 5                                              |
| IU-FFENM302J-1    | 3.                   | 10                                  | 5                                              |
| IU-FFENM302J-1    | 4.                   | 10                                  | 5                                              |
| IU-FFENM302J-1    | 5.                   | 10                                  | 5                                              |
| IU-FFENM302J-2    | 6.                   | 10                                  | 5                                              |
| IU-FFENM302J-2    | 7.                   | 10                                  | 5                                              |
| IU-FFENM302J-2    | 8.                   | 10                                  | 5                                              |
| IU-FFENM302J-2    | 9.                   | 10                                  | 5                                              |
| IU-FFENM302J-2    | 10.                  | 10                                  | 5                                              |

Pismena provjera se sastoji od nasumično raspoređenih 8 pitanja iz udžbenika *“The Practice of English Language Teaching”* autora J. Harmera (po jedno pitanje iz svakog od 8 dijelova udžbenika) i 2 pitanja o pristupu (metodi) poučavanja iz udžbenika *„Techniques and principles in Language Teaching“*

1. Paralinguistic feature of language
2. Describing learners
3. Mistakes and Feedback
4. Problem behavior
5. Issues related to receptive skill teaching
6. Issues related to productive skill teaching
7. Syllabus design
8. Lesson planning and evaluation
9. – 10. Describe procedure related to a method/approach (TPR, MI, ...)

|                                 |                                                                                                                                                                                                                                                                                                              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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Napomene:

### Prezentacija

| Kod ishoda učenja | Ishod učenja               | Max. broj bodova | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------------|------------------|------------------------------------------------|
| IU-FFENM302J-3    | Osmisliti izvedbeni plan i | 10               | 5                                              |

|  |                                                                     |  |  |
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|  | održati prezentaciju<br>odabranog pristupa ili<br>metode poučavanja |  |  |
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#### **Izvešće o promatranoj nastavi**

| Kod ishoda učenja | Ishod učenja                                                                                         | Max.<br>broj<br>bodova | Min. broj bodova za<br>ostvarivanje ishoda učenja |
|-------------------|------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------|
| IU-FFENM302J-2    | Procijeniti strategije i<br>pristupe podučavanja<br>engleskog jezika (primjeri iz<br>školske praksa) | 5                      | 2.75                                              |

#### **Ogledni primjer zadatka za završni rad:**

| Kod ishoda<br>učenja | Ishod učenja                                                   | Max. broj<br>bodova | Min. Broj bodova za ostvarivanje<br>ishoda učenja |
|----------------------|----------------------------------------------------------------|---------------------|---------------------------------------------------|
| IU-FFENM102J-4       | Osmisliti i<br>predstaviti<br>osobnu<br>nastavnu<br>filozofiju | 50                  | 27.5                                              |

Primjer iz općih uputa za završni rad:

#### **PREPARATION:**

1. The general topic for the final examination should be about one of the six aspects of the language teaching/learning process: Linguistic, Pedagogical, Personal/Psychological, Interpersonal, Cultural, or Environmental and related to different method(s) or approach(es). This is to be personal/philosophical perspective on the conclusions you are drawing about your particular assumption of teaching and learning.
2. Find and read articles from different sources on a limited sub-aspect of a particular aspect. Make handwritten notes on the essays and articles you read.
3. You are required to plan, develop, write and edit an organized essay on one aspect of the topic centering on your personal teaching philosophy.
4. In your essay, you must:
  - a) state a clear thesis,
  - b) incorporate your own personal knowledge, experience or observation,
  - c) use as a support at least two of the articles and essays you have read and made notes on, and
  - d) clearly present your personal/philosophical perspective on teaching/learning process and method(s)/approach(es) you plan to use.
5. You should write your final 400–500-word draft.
6. Identification of sources used in writing the exam can be done simply by stating the author's name when introducing the information from the source into the examination. If asked, be prepared to submit all references.

|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Raspon bodova prolaznih ocjena za izvješće o promatranoj nastavi i za završni rad:</p> | <p>odličan (5) – formalno, gramatički, pravopisno točan i sadržajno kvalitetan rad (60% ocjene)<br/> vrlo dobar (4) – zadovoljava formalno i sadržajno, ali su uočene manje gramatičke i pravopisne greške (51% ocjene)<br/> dobar (3) – zadovoljava formalno i sadržajno, ali su uočene veće gramatičke i pravopisne greške (42% ocjene)<br/> dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (33% ocjene)<br/> nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije</p> |
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## UVOD U KOGNITIVNU LINGVISTIKU (FFENM313J)

### Ogledni test pismenog ispita/1. kolokvija/2. kolokvija

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM313J-1    | 1.                   | 5                                   | 3                                              |
| IU-FFENM313J-1    | 2.                   | 5                                   | 3                                              |
| IU-FFENM313J-1    | 3.                   | 5                                   | 3                                              |
| IU-FFENM313J-1    | 4.                   | 5                                   | 3                                              |
| IU-FFENM313J-3    | 5.                   | 10                                  | 5                                              |
| IU-FFENM313J-3    | 6.                   | 10                                  | 5                                              |
| IU-FFENM313J-2    | 7.                   | 10                                  | 5                                              |
| IU-FFENM313J-2    | 8.                   | 10                                  | 5                                              |
| IU-FFENM313J-4    | 9.                   | 20                                  | 10                                             |
| IU-FFENM313J-5    | 10.                  | 20                                  | 10                                             |

1. What is Cognitive Linguistics?
2. What is the most influential book to emerge from the cognitive linguistic tradition and why?
3. What is a frame?
4. What is idealized cognitive model (ICM)?
5. Please name the types of conceptual metaphors and provide examples!
6. What is the difference between metaphor and metonymy, provide examples?
7. What is Construction Grammar?
8. Please define Fillmore's typology of idiomatic expressions!
9. Decide which of the following is a metonymy and which is a metaphor!
  - a) I think my computer hates me; it keeps deleting my data.
  - b) Buckingham Palace denied the rumors.
  - c) This car has a will of its own!
  - d) I don't think my car wants to start this morning.
  - e) Iraq nearly cost Tony Blair the premiership.
10. Please define the conceptual metaphors in the following sentences and then define their type:
  - a) That argument has holes in it.
  - b) My spirits rose.
  - c) We will show his argument to be without foundation.
  - d) He's really low these days.
  - e) This relationship is a dead-end street.

|                                 |                                                                                                                                                                                                                                                                                                              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: | Format ispita i kolokvija je isti, samo se na 1. kolokviju provjerava prva polovina gradiva, a na 2. kolokviju druga. |
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## POUČAVANJE KULTURE U NASTAVI STRANOG JEZIKA ( FFEN M305J)

### Ogledna pismena provjera znanja

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM305J-2    | 1.                   | 20                                  | 10                                             |
| IU-FFENM305J-2    | 2.                   | 20                                  | 10                                             |
| IU-FFENM305J-2    | 3.                   | 20                                  | 10                                             |
| IU-FFENM305J-2    | 4.                   | 20                                  | 10                                             |
| IU-FFENM305J-2    | 5.                   | 20                                  | 10                                             |

Pismena provjera se sastoji od nasumično raspoređenih 5 pitanja vezanih za poglavlja glavnih udžbenika koja se bave definiranjem kulture, odnosa jezika i kulture i usvajanja stranog jezika i važnosti integriranja kulture u nastavu stranog jezika kao npr.:

1. What is culture?
2. Culture and language
3. Teaching culture vs. teaching language
4. Foreign culture teaching theories
5. The goals of cultural instruction

|                                 |                                                                                                                                                                                                                                                                                                              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: |  |
|-----------|--|

### Prezentacija

| Kod ishoda učenja | Ishod učenja                                                                                                              | Max. broj bodova | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------|
| IU-FFENM411J-3    | Osmisliti prezentaciju i/ili pokaznu vježbu primjene tehnike i/ili strategije poučavanja kulture obrađene u završnom radu | 10               | 5                                              |

### Ogledni primjer zadatka za završni rad:

| Kod ishoda učenja | Ishod učenja                        | Max. broj bodova | Min. Broj bodova za ostvarivanje ishoda učenja |
|-------------------|-------------------------------------|------------------|------------------------------------------------|
| IU-FFENM411J-4    | Osmisliti i napisati rad obrađujući | 50               | 27.5                                           |

|  |                                                                                                                 |  |  |
|--|-----------------------------------------------------------------------------------------------------------------|--|--|
|  | praktičnu realizaciju načela međukulturalne tolerancije i povezivanja dvije kulture u učionici engleskog jezika |  |  |
|--|-----------------------------------------------------------------------------------------------------------------|--|--|

Mogući prijedlozi praktične realizacije načela MT i povezivanja kultura:

*Activities to fit the goals of Cultural instruction:*

*mini drama, culture assimilator episode, culture capsules, culture clusters, interview, ...*

|                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena za izvješće o promatranoj nastavi i za završni rad: | <p>odličan (5) – formalno, gramatički, pravopisno točan i sadržajno kvalitetan rad (60% ocjene)</p> <p>vrlo dobar (4) – zadovoljava formalno i sadržajno, ali su uočene manje gramatičke i pravopisne greške (51% ocjene)</p> <p>dobar (3) – zadovoljava formalno i sadržajno, ali su uočene veće gramatičke i pravopisne greške (42% ocjene)</p> <p>dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (33% ocjene)</p> <p>nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije</p> |
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## SHAKESPEARE – TRAGEDIJE (FFENM307J)

### Ogledni primjer pismenog ispita

| Kod ishoda učenja | Broj pitanja / zadatka | Max. broj bodova po pitanju / zadatku | Min. broj bodova po pitanju / zadatku |
|-------------------|------------------------|---------------------------------------|---------------------------------------|
| IU-FFENM307J-1    | 1.                     | 10                                    | 5                                     |
| IU-FFENM307J-5    | 2.                     | 20                                    | 10                                    |
| IU-FFENM307J-1    | 3.                     | 20                                    | 10                                    |
| IU-FFENM307J-2    | 3.                     | 20                                    | 10                                    |

1. Briefly define or explain the following (1 point each):

|                    |               |
|--------------------|---------------|
| Pelican            | Ides of March |
| Soliloquy          | Menesius      |
| De casibus tragedy | Goneril       |
| 1603.              | Cleopatra     |
| The Gunpowder Plot | Antium        |

2. Identify THREE of the following quotes (author & text), put the quote into context and explain the significance of the quote to the text (5 points each):

a) The senators of Rome are this good belly,  
And you the mutinous members; for examine  
Their counsels and their cares, digest things rightly  
Touching the weal o' the common, you shall find  
No public benefit which you receive  
But it proceeds or comes from them to you  
And no way from yourselves

b) Forget not, in your speed, Antonius,  
To touch Calpurnia; for our elders say,  
The barren, touched in this holy chase,  
Shake off their sterile curse.

c) Your ships are not well mann'd;  
Your mariners are muleters, reapers, people  
Ingross'd by swift impress; in Caesar's fleet

d) Are those that often have 'gainst Pompey fought:  
Their ships are yare; yours, heavy: no disgrace  
Shall fall you for refusing him at sea,  
Being prepared for land

d) To be, or not to be: that is the question:  
 Whether 'tis nobler in the mind to suffer  
 The slings and arrows of outrageous fortune,  
 Or to take arms against a sea of troubles,  
 And by opposing end them? To die: to sleep;  
 No more; and by a sleep to say we end  
 The heart-ache and the thousand natural shocks  
 That flesh is heir to, 'tis a consummation  
 Devoutly to be wish'd.

3. *Discuss one of the following two questions and write a short essay on it: (20 points)*

- a) Hamlet as a tragic hero
- b) Cleopatra as a tragic heroine

|                                    |                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova<br>prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje<br>ishoda učenja za svaki zadatak. |
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| Napomene: | / |
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## UVOD U ISTRAŽIVANJA JEZIČNOGA KRAJOBRAZA (FFENM 306J)

### Ogledni test pismenog ispita

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM 306J-2   | 1.                   | 10                                  | 5                                              |
| IU-FFENM 306J-1   | 2.                   | 2                                   | 1                                              |
| IU-FFENM 306J-1   | 3.                   | 2                                   | 1                                              |
| IU-FFENM 306J-3   | 4.                   | 2                                   | 1                                              |
| IU-FFENM 306J-1   | 5.                   | 2                                   | 1                                              |
| IU-FFENM 306J-5   | 6.                   | 2                                   | 1                                              |
| IU-FFENM 306J-5   | 7.                   | 2                                   | 1                                              |
| IU-FFENM 306J-4   | 8.                   | 4                                   | 2                                              |
| IU-FFENM 306J-2   | 9.                   | 4                                   | 2                                              |

### PITANJA /ZADACI

1. Write a short essay about one example of LL research.
2. Who is the author of this quote and from which year is the quote?  
„The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration. "

3. Write one more definition of linguistic landscape.

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4. “genie let out of the bottle”. What does this phrase refer to and who is the author of it?

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5. What is considered to be a sign in LL research?

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6. Enumerate at least 4 LL researchers:

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7. Enumerate some multilingual spaces where the LL research has already been done:

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8. Elaborate on Brussel's LL and Tulp's research.

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9. Explain *in vitro* and *in vivo* components of LL. Which signs are *in vivo* and which *in vitro*?  
What are the other names for this division of signs?

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|                                    |                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova<br>prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda<br>učenja za svaki zadatak. |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| Napomene: | / |
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## UVOD U PSIHOLINGVISTIKU (FFEN M312J)

### OGLEDNI PRIMJER PREDROKA/PISMENOG ISPITA

| Kod ishoda učenja       | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-<br>FFENM321J-1      | 1.                   | 10                                  | 5                                              |
| IU-<br>FFENM321J -<br>1 | 2.                   | 10                                  | 5                                              |
| IU-<br>FFENM321J -<br>1 | 3.                   | 10                                  | 5                                              |
| IU-<br>FFENM321J -<br>2 | 4.                   | 10                                  | 5                                              |
| IU-<br>FFENM321J -<br>2 | 5.                   | 10                                  | 5                                              |
| IU-<br>FFENM321J -<br>2 | 6.                   | 10                                  | 5                                              |
| IU-<br>FFENM321J -<br>2 | 7.                   | 10                                  | 5                                              |
| IU-<br>FFENM321J -<br>3 | 8.                   | 10                                  | 5                                              |
| IU-<br>FFENM321J -<br>3 | 9.                   | 10                                  | 5                                              |
| IU-<br>FFENM321J -<br>3 | 10.                  | 10                                  | 5                                              |

1. Define psycholinguistics.
2. Difference between psycholinguistics and cognitive linguistics.
3. What was novelty with transformational grammar?
4. How can we describe language?
5. Divide indoeuropean languages into groups.
6. What is lexicon?
7. Define and describe ELIZA.

8. What is semantic priming?

9. List and name at least three methods of brain imaging.

10. Difference between interlingual and intralingual errors and at least one example per each.

|                                    |                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova<br>prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje<br>ishoda učenja za svaki zadatak. |
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## POUČAVANJE KULTURE U NASTAVI STRANOG JEZIKA (FFENM411J)

### Ogledna pismena provjera znanja

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM411J-2    | 1.                   | 20                                  | 10                                             |
| IU-FFENM411J-2    | 2.                   | 20                                  | 10                                             |
| IU-FFENM411J-2    | 3.                   | 20                                  | 10                                             |
| IU-FFENM411J-2    | 4.                   | 20                                  | 10                                             |
| IU-FFENM411J-2    | 5.                   | 20                                  | 10                                             |

Pismena provjera se sastoji od nasumično raspoređenih 5 pitanja vezanih za poglavlja glavnih udžbenika koja se bave definiranjem kulture, odnosa jezika i kulture i usvajanja stranog jezika i važnosti integriranja kulture u nastavu stranog jezika kao npr.:

1. What is culture?
2. Culture and language
3. Teaching culture vs. teaching language
4. Foreign culture teaching theories
5. The goals of cultural instruction

|                                 |                                                                                                                                                                                                                                                                                                              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: |  |
|-----------|--|

### Prezentacija

| Kod ishoda učenja | Ishod učenja                                                                                                              | Max. broj bodova | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------|
| IU-FFENM411J-3    | Osmisliti prezentaciju i/ili pokaznu vježbu primjene tehnike i/ili strategije poučavanja kulture obrađene u završnom radu | 10               | 5                                              |

Ogledni primjer zadatka za završni rad:

| Kod ishoda učenja | Ishod učenja                                                                                                                                        | Max. broj bodova | Min. Broj bodova za ostvarivanje ishoda učenja |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------|
| IU-FFENM411J-4    | Osmisliti i napisati rad obrađujući praktičnu realizaciju načela međukulturalne tolerancije i povezivanja dvije kulture u učionici engleskog jezika | 50               | 27.5                                           |

Mogući prijedlozi praktične realizacije načela MT i povezivanja kultura:

*Activities to fit the goals of Cultural instruction:*

*mini drama, culture assimilator episode, culture capsules, culture clusters, interview, ...*

|                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena za izvješće o promatranoj nastavi i za završni rad: | <p>odličan (5) – formalno, gramatički, pravopisno točan i sadržajno kvalitetan rad (60% ocjene)</p> <p>vrlo dobar (4) – zadovoljava formalno i sadržajno, ali su uočene manje gramatičke i pravopisne greške (51% ocjene)</p> <p>dobar (3) – zadovoljava formalno i sadržajno, ali su uočene veće gramatičke i pravopisne greške (42% ocjene)</p> <p>dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (33% ocjene)</p> <p>nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije</p> |
| Napomene:                                                                          | /                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## VARIJANTE ENGLESKOG JEZIKA (FFENM403J)

### Ogledni test pismenog ispita/predroka

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| FFENM403J –IU1    | 1, 2, 6, 7           | 3                                   | 1.5                                            |
| FFENM403J –IU2    | 3, 5                 | 3                                   | 1.5                                            |
| FFENM403J –IU3    | 4                    | 3                                   | 1.5                                            |

1. Explain the difference between dialect and style.
2. List 3 distinctive features of Southern American English.
3. What is the difference between Scottish English and Scots?
4. Explain how the Plantations relate to the rise of English in Ireland.
5. In what aspects is Canadian English different from General American?
6. List one distinctive morphological feature of Australian English. Give examples.
7. Explain the term 'loan translations' in relation to African American English.

|                                 |                                                                                                                                                                                                                                                                                                                   |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | odličan (5) – 19-21 osvojenih bodova<br>vrlo dobar (4) – 17 i 18 osvojenih bodova<br>dobar (3) – 15 i 16 osvojenih bodova<br>dovoljan (2) – 13 i 14 osvojenih bodova<br>nedovoljan (1) – manje od 13 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                   |
|-----------|-----------------------------------|
| Napomene: | Format ispita i predroka je isti. |
|-----------|-----------------------------------|

## TENNESSEE WILLIAMS (FFENM 405J)

### OGLEDNI TEST PISMENOG ISPITA

| KOD ISHODA UČENJA | BROJ PITANJA | MAKSIMALAN BROJ BODOVA ZA OSTVARIVANJE ISHODA UČENJA | MINIMALAN BROJ BODOVA ZA OSTVARIVANJE ISHODA UČENJA |
|-------------------|--------------|------------------------------------------------------|-----------------------------------------------------|
| IU-FFENM 405J-1   | 1.a          | 10                                                   | 5,7                                                 |
| IU-FFENM 405J-2   | 1.b          | 10                                                   | 5,7                                                 |
| IU-FFENM 405J-3   | 1.c          | 10                                                   | 5,7                                                 |
| IU-FFENM 405J-4   | 2            | 10                                                   | 5,7                                                 |
| IU-FFENM 405J-5   | 2.           | 10                                                   | 5,7                                                 |
| IU-FFENM 405J-6   | 3.           | 20                                                   | 10, 8                                               |
| IU-FFENM 405J-7   | 4.           | 20                                                   | 10,7                                                |
| IU-FFENM 405J-8   | 5.           | 10                                                   | 5,7                                                 |

- Write brief insight into socio political life in the 2/2 20th century in USA
  - Write brief insight into T.Williams life and work
  - Define Modernism and Postmodernism in the States
- Analyze Glass Menagerie
- Compare and contrast two female characters
- Compare and contrast one novel, one drama and one short story written by T.Williams
- Choose two and write essays
  - Symbols in Rose Tatoo
  - Reality vs illusion in Streetcar Named Desire
  - Madonna in Portrait of A Madonna
  - Alcoholis theme in T.Ws works

|                                 |                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | <p>odličan (5) – 91-100 osvojenih bodova</p> <p>vrlo dobar (4) – 79-90 osvojenih bodova</p> <p>dobar (3) – 67-78 osvojenih bodova</p> <p>dovoljan (2) – 55-66 osvojenih bodova</p> <p>nedovoljan (1) – manje od 55 bodova,</p> <p>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda</p> <p>učenja za svaki zadatak.</p> |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Napomene: /



## PRIKAZ(I) LUDOSTI U KNJIŽEVNOSTI (FFENM407J)

### Ogledni primjer pismenoga ispita

| Kod ishoda učenja                                                        | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|--------------------------------------------------------------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU-FFENM407J-3<br>IU-FFENM407D- 3                                        | 4.                   | 10                                  | 5                                              |
| IU-FFENM407J-4<br>IU-FFENM407D-4                                         | 5.                   | 20                                  | 10                                             |
| IU-FFENM407J-1 /<br>IU-FFENM407D- 1<br>IU-FFENM407J-3/<br>IU-FFENM407D-3 | 6.                   | 20                                  | 10                                             |

**Part A:** *Identify the following names, places and events from the novels and explain them in terms of the novel they refer to: ( 1 pt each)*

|           |                           |
|-----------|---------------------------|
| London    | Septimus                  |
| Cold War  | John                      |
| Ali Smith | The theory of four humors |
| 1839      | The Tranquilizer          |
| Hysteria  | Reagan                    |

**PART B:** *Identify FIVE (5) of the following quotes and explain their significance to their respective works: (5 pts each)*

- a) For Heaven only knows why one loves it so, how one sees it so, making it up, building it round one, tumbling it, creating it every moment afresh; but the veriest frumps, the most dejected of miseries sitting on doorsteps (drink their downfall) do the same; can't be dealt with, she felt positive, by Acts of Parliament for that very reason: they love life.
- b) "But that's summer for you. Summer's like walking down a road just like this one, heading towards both light and dark. Because summer isn't just a merry tale. Because there's no merry tale without darkness."
- c) Oh, what a noble mind is here o'erthrown!  
The courtier's, soldier's, scholar's eye, tongue, sword,  
Th' expectation and rose of the fair state,  
The glass of fashion and the mold of form,  
Th' observed of all observers, quite, quite down!
- d) When I was nineteen, pureness was the great issue. Instead of the world being divided up into Catholics and Protestants or Republicans and Democrats or white men and Black men or even men and women, I saw the world divided into people who had slept with somebody and people who hadn't, and this seemed the only really

significant difference between one person and another. I thought a spectacular change would come over me the day I crossed the boundary line.

- e) “Tirra lirra,” by the river Sang Sir Lancelot. She left the web, she left the loom, She made three paces thro’ the room, She saw the water-lily bloom, She saw the helmet and the plume, She look’d down to Camelot
- f) “There are things in that paper that nobody knows but me, or ever will.”

**PART C:** Discuss **ONE** of the following topics, illustrating with examples from the text(s):

- a) Hysteria in the Renaissance
- b) Victorian perception(s) of Madness

|                                    |                                                                                                                                                                                                                                                                                                                    |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova<br>prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje<br>ishoda<br>učenja za svaki zadatak. |
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# ODABRANE METODE I ISTRAŽIVANJA U KOGNITIVNOJ LINGVISTICI (FFENM406J)

## Ogledni test pismenog ispita

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|------------------------------------------------|
| IU- FFENM406J-1   | 1.                   | 10                                  | 5                                              |
| IU- FFENM406J-1   | 2.                   | 5                                   | 3                                              |
| IU- FFENM406J-1   | 3.                   | 5                                   | 3                                              |
| IU- FFENM406J-1   | 4.                   | 5                                   | 3                                              |
| IU- FFENM406J-2   | 5.                   | 5                                   | 3                                              |
| IU- FFENM406J-2   | 6.                   | 20                                  | 10                                             |
| IU- FFENM406J-2   | 7.                   | 10                                  | 5                                              |
| IU- FFENM406J-2   | 8.                   | 10                                  | 5                                              |
| IU- FFENM406J-2   | 9.                   | 10                                  | 5                                              |
| IU- FFENM406J-2   | 10.                  | 20                                  | 10                                             |

1. What is the difference between hypothesis and research question? (Provide examples!)
2. Why do we need research questions and where do they come from?
3. Please define the conceptual theory of metaphor!
4. What is the central characteristic of Lakoff and Johnson's theory of conceptual metaphor?
5. Which formula do Lakoff and Johnson use to describe the metaphorical link between the domains.
6. Please name the steps for implementing *Metaphor Identification Procedure*!
7. What is the difference between *Metaphor Power Method* and *Metaphor Identification Procedure*?
8. Please name the content categories within *Metaphor Power Method*!
9. Please provide examples of "weak" and "strong metaphors"!
10. Please define all the metaphors you find in the following sentences:
  - a) *You are wasting my time.*
  - b) *I am at a crossroads in my life.*
  - c) *Is that the foundation for your theory?*
  - d) *She attacked every weak point in my argument.*

|                                 |                                                                                                                                                                                                                                                                                                              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova<br>vrlo dobar (4) – 79-90 osvojenih bodova<br>dobar (3) – 67-78 osvojenih bodova<br>dovoljan (2) – 55-66 osvojenih bodova<br>nedovoljan (1) – manje od 55 bodova,<br>pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |  |
|-----------|--|
| Napomene: |  |
|-----------|--|

