

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

ZA

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

SADRŽAJ:

PRVA GODINA

PRVI SEMESTAR:

FFENM101D	Suvremeni engleski jezik 7
FFENM102D	Glottodidaktika
FFENM108D	Američki san u književnosti
FFENM109D	Audiovizualno prevođenje

DRUGI SEMESTAR:

FFENM201D	Suvremeni engleski jezik 8
FFENM202D	Usvajanje drugog ili stranog jezika
FFENM215D	Školska praksa 1

DRUGA GODINA

TREĆI SEMESTAR

FFENM301D	Suvremeni engleski jezik IX
FFENM302D	Metodika nastave engleskog jezika
FFENM310D	Školska praksa II
FFENM306D	Uvod u istraživanja jezičnog krajobraza
FFENM309D	Shakespeare - tragedije
FFENM312D	Uvod u psiholingvistiku

ČETVRTI SEMESTAR

FFENM410D	Školska praksa III
FFENM403D	Varijante engleskog jezika
FFENM405D	Tennessee Williams
FFENM407D	Prikaz(i) ludosti u književnosti
FFENM409D	Uvod u kognitivnu lingvistiku
FFENM406D	Odabrane metode istraživanja u kognitivnoj lingvistici

I. SEMESTAR
SUVREMENI ENGLSKI JEZIK 7 (FFENM101D)

Ogledni test pismenog ispita

Kod ishoda učenja	Broj pitanja/zadatka	Max. broj bodova na pitanju/zadatku	Min. broj bodova za ostvarivanje ishoda učenja
IU2 - FFENM101D	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 vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova.
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Napomene:	
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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-FFENMD-2	1.	18	9
IU-FFENMD-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 vrlo dobar (4) – 20,21 i 22 osvojenih bodova dobar (3) – 17, 18 i 19 osvojenih bodova dovoljan (2) – 14,15 i 16 osvojenih bodova nedovoljan (1) – manje od 14 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.
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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.
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GLOTODIDAKTIKA (FFENM102D)

Ogledna pismena provjera znanja

Kod ishoda učenja	Broj pitanja/zadatka	Max. broj bodova na pitanju/zadatku	Min. broj bodova za ostvarivanje ishoda učenja
IU-FFENM102D-1	1.	10	5
IU-FFENM102D-1	2.	10	5
IU-FFENM102D-1	3.	10	5
IU-FFENM102D-1	4.	10	5
IU-FFENM102D-1	5.	10	5
IU-FFENM102D-2	6.	10	5

IU-FFENM102D-2	7.	10	5
IU-FFENM102D-2	8.	10	5
IU-FFENM102D-2	9.	10	5
IU-FFENM102D-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 prolaznih ocjena:	odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.
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Napomene:	
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Ogledni primjer zadatka za završni rad iz Glotodidaktike

Koncept završnog rada

Kod ishoda učenja	Ishod učenja	Završni rad
IU-FFENM102D-3	Izrada preglednog rada obrađujući odabranu temu	Student može odabrati slobodnu glotodidaktičku temu ili jednu užu temu od 6 predloženih općih 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>

Raspon bodova prolaznih ocjena:	odličan (5) – formalno, gramatički, pravopisno točan i sadržajno kvalitetan rad (60% ocjene) vrlo dobar (4) – zadovoljava formalno i sadržajno, ali su uočene manje gramatičke i pravopisne greške (51% ocjene) dobar (3) – zadovoljava formalno i sadržajno, ali su uočene veće gramatičke i pravopisne greške (42% ocjene) dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (33% ocjene) nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije
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Napomene:	
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AMERIČKI SAN U KNJIŽEVNOSTI (FFENM 108D)

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 108D-1	1.a	10	5,7
IU-FFENM 108D-2	1.b	10	5,7
IU-FFENM 108D-3	1.c	10	5,7
IU-FFENM 108D-4	3.	20	10,7
IU-FFENM 108D-5	3.	20	10,7
IU-FFENM 108D-6	2.	10	5,8
IU-FFENM 108D-7	3.	20	10,7

PITANJA:

- Define American Dream in literature.
 - Define development of the phenomenon of the Dream in social contexts as well as literature ones.
 - Does the concept of the Dream influence modern societies. What about our society?
- Recognize and explain!
 - He's a man way out there in the blue, riding on a smile and a shoeshine . . . A salesman is got to dream, boy.
 - I hope she'll be a fool- that's the best thing a girl can be in this world, a beautiful little fool.
 - The world is lies. There is no friendship.
 - 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"
 - 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

- Compare and contrast two texts we had analyzed from the perspective of the American Dream theme
- American Dream in The Great Gatsby
- American Dream in Langston Hughes' poetry
- Compare and contrast two poems we had analyzed from the perspective of the American Dream theme

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

AUDIOVIZUALNO PREVOĐENJE (FFENM109D)

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 - FFENM109D	1.,3.,4.	3	1.5
IU2 - FFENM109D	2.,5.	3	1.5
IU3 - FFENM109D	1.,3.,4.	3	1.5

- Which characteristics of AV texts make their translation different from the translation of written texts?
- Provide one example of AVT users' involvement in the translation of AV content.
- Discuss the reasons why reduction of the original dialogue is frequently inevitable in subtitles.
- In what respects is dubbing different from voice-over?
- 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 vrlo dobar (4) – 13 osvojenih bodova dobar (3) – 11 i 12 osvojenih bodova dovoljan (2) – 9 i 10 osvojenih bodova
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	nedovoljan (1) – manje od 9 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.
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Napomene:	
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II. SEMESTAR

SUVREMENI ENGLISKI JEZIK 8 (FFENM201D)

Ogledni test pismenog ispita

Kod ishoda učenja	Broj pitanja/zadatka	Max. broj bodova na pitanju/zadatku	Min. broj bodova za ostvarivanje ishoda učenja
IU-FFENM201D-3 IU-FFENM201D-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.

Raspon bodova prolaznih ocjena:	odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova
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	dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova
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Napomene:	
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USVAJANJE DRUGOG ILI STRANOG JEZIKA (FFENM202D)

Ogledna pismena provjera znanja

Kod ishoda učenja	Broj pitanja/zadatka	Max. broj bodova na pitanju/zadatku	Min. broj bodova za ostvarivanje ishoda učenja
IU-FFENM202D-2	1.	10	5
IU-FFENM202D-2	2.	10	5
IU-FFENM202D-2	3.	10	5
IU-FFENM202D-2	4.	10	5
IU-FFENM202D-2	5.	10	5
IU-FFENM202D-3	6.	10	5
IU-FFENM202D-3	7.	10	5
IU-FFENM202D-3	8.	10	5
IU-FFENM202D-3	9.	10	5
IU-FFENM202D-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

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

Kod ishoda učenja	Ishod učenja	Završni rad
IU-FFENM102D-3	Osmišlja, piše i prezentira vlastiti rad na odabranu temu iz usvajanja drugog ili stranog jezika	Student može odabrati slobodnu ili jednu užu temu od obrađenih tema/pitanja (popis iznad)

Izvadak iz općih uputa za pisanje preglednog rada:

You are to write a scientific 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 SLA) 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 is uploaded as a document "Dankic – guidelines for writing a Review article 23/24"

Raspon bodova prolaznih ocjena:	Ocjene za završni rad: odličan (5) – formalno, gramatički, pravopisno točan i sadržajno kvalitetan rad (60% ocjene) vrlo dobar (4) – zadovoljava formalno i sadržajno, ali su uočene manje gramatičke i pravopisne greške (51% ocjene) dobar (3) – zadovoljava formalno i sadržajno, ali su uočene veće gramatičke i pravopisne greške (42% ocjene) dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (33% ocjene) nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije Ocjene za izlaganje završnog rada: odličan (5) – usmeno izlaganje izvrsno pripremljeno (10% ocjene) vrlo dobar (4) – dobro pripremljeno izlaganje, ali su uočene manje pravogovorne progreske (8.5 % ocjene) dobar (3) – Rad nije pročitao, ali su uočeni veći nedostaci u usmenom izlaganju (7% ocjene) dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (5.5% ocjene) nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije
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Napomene:	Odabir teme i izradu završnog rada mentorira predmetni nastavnik. Student izlaže završni rad pred kolegama i nastavnikom.
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ŠKOLSKA PRAKSA 1 (FFENM215D)

Ogledni test pismenog ispita

Kod ishoda učenja	Broj pitanja/zadatka	Max. broj bodova na pitanju/zadatku	Min. broj bodova za ostvarivanje ishoda učenja
IU-FFENM215D-1	1.	20	10
IU-FFENM215D-2	2.	20	10
IU-FFENM215D-3	3.	20	10
IU-FFENM215D-4	4.	20	10
IU-FFENM215D-5	5.	20	10

1. Definiraj standarde učiteljske profesije.
2. Opiši pojmove *praćenje*, *vrjednovanje* i *ocjenjivanje*
3. Definiraj uloge:

a)Školskog odbora b) ravnatelja c) stručnog suradnika

4. Objasni pojam *diferencirano poučavanje*.

5. Opiši karakteristike nastavnika koji učinkovito upravlja inkluzivnim razredom.

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

Treći semestar:

SUVREMENI ENGLSKI JEZIK 9 (FFENM301D)

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-FFENM301D-4	1.	20	10
IU-FFENM301D-1	2.	20	10
IU-FFENM301D-1	3.	10	5
IU-FFENM301D-2 IU-FFENM301D-3	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.

Raspon bodova prolaznih ocjena:	odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje 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 (FFENM302D)

Ogledna pismena provjera znanja

Kod ishoda učenja	Broj pitanja/zadatka	Max. broj bodova na pitanju/zadatku	Min. broj bodova za ostvarivanje ishoda učenja
IU-FFENM302D-1	1.	10	5
IU-FFENM302D-1	2.	10	5
IU-FFENM302D-1	3.	10	5
IU-FFENM302D-1	4.	10	5
IU-FFENM302D-1	5.	10	5
IU-FFENM302D-2	6.	10	5
IU-FFENM302D-2	7.	10	5
IU-FFENM302D-2	8.	10	5
IU-FFENM302D-2	9.	10	5
IU-FFENM302D-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 vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.
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Napomene:	
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Prezentacija

Kod ishoda učenja	Ishod učenja	Max. broj bodova	Min. broj bodova za ostvarivanje ishoda učenja
IU-FFENM302D-3	Osmisliti izvedbeni plan i održati prezentaciju odabranog pristupa ili metode poučavanja	10	5

Ogledni primjer zadatka za završni rad:

Kod ishoda učenja	Ishod učenja	Max. broj bodova	Min. Broj bodova za ostvarivanje ishoda učenja
IU-FFENM102D-4	Osmisliti i predstaviti osobnu nastavnu 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.

Raspon bodova prolaznih ocjena:	odličan (5) – formalno, gramatički, pravopisno točan i sadržajno kvalitetan rad (60% ocjene) vrlo dobar (4) – zadovoljava formalno i sadržajno, ali su uočene manje gramatičke i pravopisne greške (51% ocjene) dobar (3) – zadovoljava formalno i sadržajno, ali su uočene veće gramatičke i pravopisne greške (42% ocjene) dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (33% ocjene) nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije
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Napomene:	/
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ODABRANE METODE ISTRAŽIVANJA U KOGNITIVNOJ LINGVISTICI (FFENM311D)

Ogledni test pismenog ispita

Kod ishoda učenja	Broj pitanja/zadatka	Max. broj bodova na pitanju/zadatku	Min. broj bodova za ostvarivanje ishoda učenja
IU- FFENM311D-1	1.	10	5
IU- FFENM311D-1	2.	5	3
IU- FFENM311D-1	3.	5	3
IU- FFENM311D-1	4.	5	3
IU- FFENM311D-2	5.	5	3
IU- FFENM311D-2	6.	20	10
IU- FFENM311D-2	7.	10	5
IU- FFENM311D-2	8.	10	5
IU- FFENM311D-2	9.	10	5
IU- FFENM311D-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 vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.
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Napomene:	
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UVOD U PSIHOLINGVISTIKU (FFEN M312D)

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-FFENM321D-1	1.	10	5
IU-FFENM321D-1	2.	10	5
IU-FFENM321D-1	3.	10	5
IU-FFENM321D-2	4.	10	5
IU-FFENM321D-2	5.	10	5
IU-FFENM321D-2	6.	10	5
IU-FFENM321D-2	7.	10	5
IU-FFENM321D-3	8.	10	5
IU-FFENM321D-3	9.	10	5
IU-FFENM321D-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 prolaznih ocjena:	odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.
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SHAKESPEARE – TRAGEDIJE (FFENM307D)

Ogledni primjer pismenog ispita

Kod ishoda učenja	Broj pitanja / zadatka	Max. broj bodova po pitanju / zadatku	Min. broj bodova po pitanju / zadatku
IU-FFENM307D-1	1.	10	5
IU-FFENM307D5	2.	20	10
IU-FFENM307D-1	3.	20	10
IU-FFENM307D-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 prolaznih ocjena:	odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.
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Napomene:	/
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UVOD U ISTRAŽIVANJA JEZIČNOGA KRAJOBRAZA (FFENM 306D)

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 306D-2	1.	10	5
IU-FFENM 306D-1	2.	2	1
IU-FFENM 306D-1	3.	2	1
IU-FFENM 306D-3	4.	2	1
IU-FFENM 306D-1	5.	2	1
IU-FFENM 306D-5	6.	2	1
IU-FFENM 306D-5	7.	2	1
IU-FFENM 306D-4	8.	4	2
IU-FFENM 306D-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.

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

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

6. Enumerate at least 4 LL researchers:

_____.

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

_____.

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

_____.

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?

_____.

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

TENNESSEE WILLIAMS (FFENM 405D)

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 405D-1	1.a	10	5,7
IU-FFENM 405D-2	1.b	10	5,7
IU-FFENM 405D-3	1.c	10	5,7
IU-FFENM 405D-4	2	10	5,7
IU-FFENM 405D-5	2.	10	5,7
IU-FFENM 405D-6	3.	20	10, 8
IU-FFENM 405D-7	4.	20	10,7
IU-FFENM 405D-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 one and write essay
 - Symbols in Rose Tatoo
 - Reality vs illusion in Streetcar Named Desire
 - Madonna in Portrait of A Madonna

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

PRIKAZ(I) LUDOSTI U KNJIŽEVNOSTI (FFENM407D)

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 IU-FFENM407D- 3	1.	10	5
IU-FFENM407J-4 IU-FFENM407D-4	2.	20	10
IU-FFENM407J-1 / IU-FFENM407D- 1 IU-FFENM407J-3/ IU-FFEN407D-3	3.	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)*

- 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.
- “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.”
- 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!
- 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 prolaznih ocjena:	odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.
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VARIJANTE ENGLESKOG JEZIKA (FFENM403D)

Ogledni test pismenog ispita/predroka

Kod ishoda učenja	Broj pitanja/zadatka	Max. broj bodova na pitanju/zadatku	Min. broj bodova za ostvarivanje ishoda učenja
FFENM403D–IU1	1, 2, 6, 7	3	1.5
FFENM403D–IU2	3, 5	3	1.5
FFENM403D–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 vrlo dobar (4) – 17 i 18 osvojenih bodova dobar (3) – 15 i 16 osvojenih bodova dovoljan (2) – 13 i 14 osvojenih bodova nedovoljan (1) – manje od 13 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak.
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Napomene:	Format ispita i predroka je isti.
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UVOD U KOGNITIVNU LINGVISTIKU (FFENM313D)

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-FFENM313D-1	1.	5	3
IU-FFENM313D-1	2.	5	3
IU-FFENM313D-1	3.	5	3
IU-FFENM313D-1	4.	5	3
IU-FFENM313D-3	5.	10	5
IU-FFENM313D-3	6.	10	5
IU-FFENM313D-2	7.	10	5
IU-FFENM313D-2	8.	10	5
IU-FFENM313D-4	9.	20	10
IU-FFENM313D-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 vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje 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.

ODABRANE METODE ISTRAŽIVANJA U KOGNITIVNOJ LINGVISTICI (FFENM406D)

Ogledni test pismenog ispita

Kod ishoda učenja	Broj pitanja/zadatka	Max. broj bodova na pitanju/zadatku	Min. broj bodova za ostvarivanje ishoda učenja
IU- FFENM406D-1	1.	10	5
IU- FFENM406D-1	2.	5	3
IU- FFENM406D-1	3.	5	3
IU- FFENM406D-1	4.	5	3
IU- FFENM406D-2	5.	5	3
IU- FFENM406D-2	6.	20	10
IU- FFENM406D-2	7.	10	5
IU- FFENM406D-2	8.	10	5
IU- FFENM406D-2	9.	10	5
IU- FFENM406D-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:
 - e) *You are wasting my time.*
 - f) *I am at a crossroads in my life.*
 - g) *Is that the foundation for your theory?*
 - h) *She attacked every weak point in my argument.*

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