

SHIFRA E NXËNËSIT

## PROVIMI I MATURËS

QERSHOR 2015

# GJUHË ANGLEZE

## UDHËZIM

KOHA PËR ZGJIDHJEN E TESTIT ËSHTË 180 MINUTA

**Lexoni me kujdes udhëzimin.**

**Mos e hapni testin pa ju dhënë leje mësimdhënësi kujdestar.**

Gjatë punës në test nuk lejohet përdorimi i fjalorit dhe mjeteve elektronike. Përgjigjet duhet t'i shkruani me laps kimik. Përgjigjet e shkruara me laps të thjeshtë nuk do të pranohen.

Kontrollimi i të kuptuarit të tekstit të dëgjuar përbëhet nga dy detyra. Çdo tekst do ta dëgjoni dy herë. Do të keni kohë të mjaftueshme që t'i lexoni pyetjet para se ta dëgjoni tekstin si dhe t'i kontrolloni përgjigjet tuaja. Gjatë kohës së dëgjimit të tekstit mund t'i shënoni përgjigjet.

**Përgjigjet në pyetjet me zgjedhje të shumëfishtë duhet t' i përshkruani me kujdes në Fletën e përgjigjeve.** Përgjigjet në këto pyetje të cilat nuk janë shënuar në fletën e përgjigjeve nuk do të pranohen.

Te shkrimi i hartimit lejohet shkrimi i konceptit në fletët që janë të parapara për koncept. Keni kujdes për numrin e fjalëve, rregullat gjuhësore dhe qartësinë e shkrimit të tekstit. Versioni përfundimtar përshkruhet lexueshëm në vendin e paraparë në test dhe ai do të vlerësohet me pikë.





## **FLETA E ZBRAZËT**

## 1. LISTENING COMPREHENSION

**1.1** You will hear the writer Aminatta Forna and the presenter Harriet Gilbert talk about the book *The Rabbit House* by Laura Alcoba.

For sentences 1–4, decide if each statement is true or false and put a tick (✓) in the appropriate box.

		TRUE	FALSE
1.	The memoir described in <i>The Rabbit House</i> is of a childhood in South America.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Laura's parents were <b>not</b> interested in politics.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<i>The Rabbit House</i> is <b>not</b> a book for children.	<input type="checkbox"/>	<input type="checkbox"/>
4.	There were actual rabbits in the "rabbit house".	<input type="checkbox"/>	<input type="checkbox"/>

→ *Kaloni zgjidhjet në fletën e përgjigjeve.*

**1.2.** You will hear an interview with two famous poets, Sylvia Plath and Ted Hughes. For questions 1-8, choose the answer which fits best according to what you hear.

1. Which habit did Ted continue with after his departure from Cambridge?
  - A. meeting Sylvia regularly
  - B. spending time with his Cambridge friends
  - C. writing poems for his friend's magazine
  
2. His friend's poetry magazine
  - A. only had a single issue.
  - B. was published in 1954.
  - C. was partially produced by Ted.
  
3. What was the reason for the little Cambridge celebration?
  - A. the launch of the magazine
  - B. Sylvia's government scholarship
  - C. Ted and Sylvia's first meeting
  
4. When asked about the further development of their relationship, Ted says that
  - A. he had to work for three months during the courtship.
  - B. their poems overtook their marriage.
  - C. he spent all his savings on the courtship.
  
5. During the three years they spent in the USA,
  - A. Ted had a modest salary.
  - B. Ted didn't travel as much as he wanted.
  - C. Ted did some teaching.
  
6. Some vivid memories Sylvia has about her childhood are images of
  - A. her grandmother.
  - B. flooded cellar.
  - C. shark attacks.
  
7. Sylvia turned to writing diaries and stories partly because
  - A. of her unhappy teenage years.
  - B. she was so carefree up to the age of nine.
  - C. she was disillusioned about magic.
  
8. Ted's early memories are of
  - A. the rural beauty of West Yorkshire.
  - B. a thick animal book his aunt gave him.
  - C. the Bible.

→ ***Kaloni zgjidhjet në fletën e përgjigjeve.***

## 2. READING COMPREHENSION

**2.1** Read the text. For questions 1-7 circle the answer (A, B, C or D) which you think fits best according to the text.

### Simple Childhood

As I write these words, my ninetieth birthday lies ahead. It is hardly unusual to meet a ninety-year old today. Nor does it feel “unusual” to be ninety. When I look out, my eyes take in what anybody would see. But once it was very different. Let me begin properly: *Once upon a time, long ago and far away*, there was a boy who saw a world no one will see again.

When I compare my childhood to a boy’s or girl’s today, I realize, in retrospect, that mine took place in a garden of *never-agains*. *Probably never again*: shall a boy grow up so isolated from the bigger world, in a place so self-contained that it made its own little world. *Probably never again*: shall a child’s days be so simple I could not scream: “Don’t want this – want that!” because there was only *this* and no *that*. *Probably never again*: shall opposites – life and death, rich and poor – be so close as to seem two sides of the same coin. *And surely never again*: shall life be so uncluttered of technology, so free of gadgets and distractions. Every sound I heard was natural or human-made. Our life was extremely basic.

My early memories might be pictures in a medieval manuscript rather than belonging to someone still living in the twenty-first century. My childhood took place in rural China, and indeed the town where my parents were missionaries had a medieval wall around it. At ten at night the town gates were locked, to keep out thieves, and the town crier beat his bamboo stick against a gong – *gwang, gwang, gwang* – to scare off robbers. Within the town wall nothing was like in towns today. Our nanny had “golden lotuses”, those bound feet so prized in old China. Inside our home we had no flush toilet.

*It was a self-contained world*. In our small town, named Dzang Zok, no movies, no television existed to bring the faraway near. There were no telephones. By the time a newspaper finally reached us, its news was history. We finally had a sort of a radio that my clever brother made himself. It received a grand total of one station, broadcast from Shanghai, sixty-five miles away. When we called our nanny to listen to it, she circled it, frightened of the demon inside the machine. It was easier for her to believe that a hidden ghost was talking than a box.

Adapted from *Tales of Wonder* by Huston Smith

**1.** How old was Huston Smith when he wrote this text?

- A. almost ninety years old
- B. just turned ninety
- C. in his middle age
- D. in his youth

- 2.** What nationality was Smith's nanny?
- A. American
  - B. Chinese
  - C. English
  - D. Japanese
- 3.** What kind of work did Smith's parent do?
- A. engineering
  - B. medical
  - C. political
  - D. religious
- 4.** The gates at Dzang Zok were locked at night in order to prevent
- A. attacks.
  - B. disease.
  - C. running away.
  - D. thefts.
- 5.** Which of the following was characteristic of Smith's childhood?
- A. abandonment
  - B. isolation
  - C. illness
  - D. racism
- 6.** The newspapers that were arriving to Dzang Zok were
- A. from that day.
  - B. from the previous day.
  - C. from the previous Sunday.
  - D. very old.
- 7.** Which of the following was available to Smith in his childhood?
- A. movie
  - B. radio
  - C. telephone
  - D. television

**→ Kaloni zgjidhjet në fletën e përgjigjeve.**

## 2.2 Read the text.

### Do children really need a private tutor?



Between hovering parents and tiger mums, a growing number of children are getting tutoring outside the classroom in many countries around the world. Be it for beefing up basic skills, college preparation or just to keep up with higher-achieving peers, tutoring doesn't come cheap.

The tutoring industry is growing at a rate of 7% per year in some countries and globally, is set to surpass \$100 billion by 2018, according to Global Industry, a research firm from California.

The growth has come despite conflicting evidence on whether tutoring raises educational attainment. There are no global standards for good practice or even who qualifies as a tutor — many are practicing teachers looking to make money on the side.

That's part of the reason it can be difficult for parents to assess whether they are getting a good return on their tutoring investment, says Mark Bray, a chair professor at the University of Hong Kong who has studied this so-called "shadow education" in both Asia and Europe for UNESCO.

Most parents opt for tutoring just to keep up with their peers, says Bray. "When you've got 72% parents tutoring their kids, the other 28% begin to feel nervous," he said. The need to keep up also means ever-younger children are involved in tutoring programmes.

The number of hours that children spend in tutoring varies regionally. In Asia, students typically are tutored several nights per week. In Western Europe and the US, it's closer to two hours per week, says Bray.

In regions where academic hurdles are increasing — including new primary school entrance exams for children as young as 4 in some countries — seeking outside tutoring may seem necessary to parents. Decreasing trust in public education systems also drives the perceived need for tutors. In other regions, the opposite factors mean tutoring rates have stayed low.

In Northern Europe, for instance, test scores remain high and tutoring rates are low. "The old model persists where parents still trust the school," Bray says. Denmark and Finland have some of the very lowest rates of outside coursework, but produce some of the best students.

Elsewhere, parents say tutoring in math or languages can supplement the decline they perceive in the quality of public education. Some European parents are sending children to one-on-one programmes after they complete primary school at age 11 or 12, said Hawkins, who has also taught



students in the Middle East. Often programmes last the entire school year and are not just for people doing poorly in school. Tutoring is treated like any extracurricular activity, the “same as ballet class or swimming,” Hawkins says.

In the last few years, many US parents have turned to tutors to build reading skills before their children head to first grade, Pines says. To cut costs, some parents have switched to tutoring programmes. Global chains like the Osaka, Japan-based Kumon Group charge as little as \$10 per hour for courses given in a group setting.

Experts say that as long as parents continue to feel doubtful about public education in the US, their willingness to spend money on this shadow education is likely to keep rising.

Adapted from <http://www.bbc.com>

**For questions 1-5 choose the answer (A, B or C) which you think is the best according to the text.**

- 1.** Which of the following ideas is presented in the text?
  - A. 72% of students in the US are turning to tutoring.
  - B. In Northern Europe parents tend to opt for tutoring when children turn 11 or 12.
  - C. In some countries the bar is set very high when it comes to educational system.
  - D. The number of hours students spend in tutoring industry is growing at a rate of 7%.
  
- 2.** The amount of money generated in the tutoring industry
  - A. will reach \$ 100 billion by 2018.
  - B. will equal \$ 100 billion by 2018.
  - C. will exceed \$ 100 billion by 2018.
  
- 3.** High academic requirements in some countries
  - A. have led to decreasing trust in tutoring.
  - B. have persuaded parents to spend \$30 to \$250 dollars on private tutors.
  - C. have reaffirmed the need for “shadow education”.
  
- 4.** According to the text, keeping up with peers
  - A. has lowered the age of students who turn to tutoring.
  - B. has made parents rethink the quality of education.
  - C. has put parents who have no time for their children under tremendous pressure.
  
- 5.** One of the reasons why parents are concerned about tutoring is
  - A. high amount of money they must spend on tutors.
  - B. lack of uniform agreement on which qualities a tutor must have.
  - C. the academic hurdle that children encounter in public schools throughout the world.

**→ Kaloni zgjidhjet në fletën e përgjigjeve.**

Refer to the newspaper article on the previous two pages to answer the questions 6-9.

6. How many hours a week do students spend in tutoring? Give an example.

.....  
.....

7. Name two factors which keep tutoring rates high in some countries.

.....  
.....

8. What have some cost conscious parents in the US done?

.....  
.....

9. In presenting the main topic of the article the author is:

- A. disinterested
- B. interested
- C. somewhat biased
- D. reasonably impartial

Justify your choice by providing an adequate explanation.

.....  
.....  
.....

**2.3.** Read the text. For questions 1-8 choose the answer (A, B, C or D) which you think is the best according to the text.

### Divided, Together



- 1** Academics have been studying crowd dynamics and collective motion for about a half-century. This arose partly because crowd dynamics sometimes go bad — notably at soccer matches in England, at pilgrimages in Saudi Arabia, and at rock concerts everywhere.
- 2** Crowd researchers today often study this through computer simulations of crowds to better understand and better predict. Each person becomes a particle, like an atom moving independently but within a larger mass. Each of these atoms is programmed with certain shared traits that govern interactions. With some cultural variations, each atom tries to keep a fairly standard distance from others as it moves, with that distance narrowing as the density of the crowd increases. When density increases, we're willing to go down to about four feet before we start feeling confined and agitated. So, essentially, we like to maintain a bubble of about two feet as we move through masses of other people.
- 3** Collective movement often naturally and economically breaks into two streams, one flowing each direction. Computer modelling mostly assumes each pedestrian is moving as an individual and seeking the most efficient route. But that's often not the case in the real world. We often travel in groups — we're less lone atoms than parts of molecules. Studies have found that a majority of pedestrians are part of a group, such as couples, families, or co-workers headed back from lunch.
- 4** The socially preferred shape of these social molecules in motion is typically a straight line moving in the direction of travel — in others words, we like to walk side by side since that makes communicating easy. Larger groups, it's found, tend to atomize into groups of two, three or four people when walking down streets; more than that makes conversing as a group difficult.
- 5** But as crowds grow more dense keeping this formation becomes trickier, and these units often bend to form a "V" — with one person taking the lead, and others trailing slightly behind. The

group can still talk, although not optimally, and it can still make forward progress, also not optimally. Groups of pedestrians also frequently divide labour under certain circumstances, not unlike an ant colony.

- 6 If a group of pedestrians is gathered at the corner, we often assign tasks to specialists. The walkers on the “front line” watch the lights, and another group will scan for approaching cars. The person in the backfield does not look at the signal or the traffic conditions, but looks straight ahead at the back of a front-liner, awaiting the signal to cross.
- 7 What’s the opposite of walking through a crowd? You could make the argument that it’s sitting on an island far from the sight of land. But I’d **argue** that a more telling opposite is being stuck in a car trying to exit the parking lot of a cinema after three hit films just let out. Everyone is trying to squeeze through a single exit, and make the same left turn.
- 8 Walking advocates often refer to our becoming bipedal, and highlight our first steps millions of years ago across the empty African savannah. How we mass and respond when moving in crowds is just as vital a part of daily life. Being apart while being together, always moving — it’s a large part of what makes me feel alive. Moving on foot, with and through a crowd, can be a wonderful thing. It reminds us that we’re human.

Adapted from <http://www.thesmartset.com>

1. According to paragraph 2, what regulates people’s mutual behaviour in collective motion?
  - A. crowd researchers
  - B. computer simulations
  - C. common characteristics
  - D. computer programs
2. Which is the smallest tolerable distance that people wish to keep?
  - A. two feet
  - B. four feet
  - C. six feet
  - D. The text doesn’t say.
3. How does the real world differ from computer modelling?
  - A. A walker doesn’t necessarily take the most efficient route.
  - B. There are more than two streams of collective movement.
  - C. Pedestrians are moving as individuals.
  - D. The majority of walkers move like lone atoms.
4. What/Who benefits from walking side by side?
  - A. larger groups
  - B. the direction of travel
  - C. shapes of molecules in motion
  - D. communication

**5.** What do groups of walkers and ant colonies have in common?

- A. growing more dense
- B. forming a “V”
- C. splitting up tasks
- D. making optimal progress

**6.** Who decides when to cross?

- A. pedestrians standing closest to the street
- B. the whole group
- C. specialists
- D. the back-liners

**7.** Which is synonymous to “argue” (as used in paragraph 7)?

- A. quarrel
- B. think
- C. mention
- D. claim

**8.** What does the author praise in the last paragraph?

- A. becoming bipedal
- B. collective motion
- C. being human
- D. feeling alive

→ ***Kaloni zgjidhjet në fletën e përgjigjeve.***

### 3. VOCABULARY AND GRAMMAR

#### 3.1 Read the text below and decide which word (A, B, C or D) best fits each space.

##### Holland's Repair Cafes Breathe New Life into Broken Objects

Got something in your home that needs fixing? Take it with you on your next trip to Holland. They have a 'Repair Café' there, where you can get almost anything **1**\_\_\_\_\_. The concept café, sponsored by the Dutch State, is the brainchild of **2**\_\_\_\_\_ journalist Martine Postma. She felt that the Dutch people tend to throw away too many things, even the ones that can be easily fixed. Moreover, in modern times people have lost the ability to fix simple things, she says. So as **3**\_\_\_\_\_ environmental initiative, she started the Repair Café in Amsterdam, with the intent of bringing **4**\_\_\_\_\_ the people who can fix things, and those that need them fixed.

Postma basically believes that people would **5**\_\_\_\_\_ not throw away their stuff. And she sure did turn out to be right. What started off as a local initiative became an overnight success. Today, there are about 20 Repair Cafes across the Netherlands, and **6**\_\_\_\_\_ 50 are being planned. A Repair Café Foundation was set up in 2010, where Postma now works full time. The foundation provides volunteers with information on how to set up their own café. The frequency of the cafes **7**\_\_\_\_\_ from once a month to twice a week, and are held at a rented workspace.

There's **8**\_\_\_\_\_ nothing you can't get fixed at the Repair Café. Be it clothes, furniture, electronic and electrical appliances, or even toys, you will always find an expert willing to **9**\_\_\_\_\_ a helping hand. Books on various repair subjects are **10**\_\_\_\_\_. People who have nothing to be fixed can also hang out at the bar. Sounds like a neat community initiative where people help each other out based on their skills.

1.	A fix	B fixing	C fixed	D to fix
2.	A earlier	B former	C last	D previous
3.	A -	B a	C an	D the
4.	A closer	B together	C back	D forward
5.	A quite	B rather	C virtually	D seldom
6.	A another	B other	C more	D future
7.	A equals	B go	C range	D differs
8.	A thus	B pretty	C already	D literally
9.	A put	B lay	C shake	D lend
10.	A offered	B ready	C available	D around

→ *Kaloni zgjidhjet në fletën e përgjigjeve.*

### 3.2 Read the text and write the correct forms of the verbs in brackets.

#### Has Gaudí's Sagrada Família Grown Out of Touch?



*La Sagrada Família in 2009, with cranes digitally removed*

You might say that Antoni Gaudí was an architect of the cloth. From 1883 until his death in 1926, the Catalanian master **1** \_\_\_\_\_ (oversee) the construction of the basilica Sagrada Família in Barcelona, Spain. When people asked him why it **2** \_\_\_\_\_ (take) so long, he purportedly replied, "My client isn't in a hurry."

The good news for all the admirers of Gaudí's architectural ideas **3** \_\_\_\_\_ (be) that even though construction is still ongoing about 65 per cent of the work **4** \_\_\_\_\_ (finish) so far.

"If we continue at the pace we are now, we **5** \_\_\_\_\_ (make) it," said Jordi Fauli, the chief architect of the project, adding that only the final details of its ornamentation might take longer **6** \_\_\_\_\_ (complete). "By 2016, workers **7** \_\_\_\_\_ (finish) the sacristy and installed new stained glass windows", Fauli promised.

Over the past few years, many onlookers **8** \_\_\_\_\_ (raise) concerns that the basilica's contemporary additions fall far short of Gaudí's vision. In 2008, more than 400 architects signed a manifesto, **9** \_\_\_\_\_ (demand) that construction be stopped. At the moment, the critics of the modernized "treacherous" design **10** \_\_\_\_\_ (do) everything they can to raise public awareness about this issue. The building will eventually have 18-spires decorated with colorful baubles, including a huge central spire over the basilica's dome which will reach 520ft and will have a lift to carry tourists to its top. Will it be an architectural monstrosity and/or a triumphal masterpiece? We will have to wait and see. For another 20 years. At least.



**3.3** Transform the following sentences using the given word(s) so that they have a similar meaning. You can use no more than five words including the given word.

**1.** I think you should visit them today.

**BETTER**

You \_\_\_\_\_ them today.

**2.** You were late for supper again.

**COME**

If only you \_\_\_\_\_ time for supper.

**3.** He got someone to repair his Harley Davidson last week.

**HAD**

He \_\_\_\_\_ last week.

**4.** I knew what to do because I had read the instructions.

**NOT**

I \_\_\_\_\_ what to do if I hadn't read the instructions.

**5.** When I'm alone, I don't cook a complicated meal for one.

**WORTH**

It \_\_\_\_\_ a complicated meal for one.

**3.4 Write the correct form of the words in brackets.**

**LEARNING WORLD CONCEPT**

1..... (educate) is a pillar of societies all around the world and as such strikes a chord with people across the planet 2..... (regard) of their background. We want our stories to have personal and 3..... (globe) resonance. Thus, our 4..... (view) travel the globe and see and hear a vast range of stories. Our reports are interesting, useful, entertaining, inspiring, surprising and utterly 5.....(comprehensiveness).







**4.2** Choose one of the following writing tasks and write 120-180 words.

**1.** You have had a class discussion on juvenile crime. Your teacher has now asked you to write an essay, giving your opinions on the following statement:

*Poverty, unhappy childhood/adolescence and lack of education are the main causes of juvenile crime.*

**2.** You have seen the following manifesto in The Maptia Community blog:

*“This is our manifesto for travel. It is a pledge to be open to new things, to always stay curious, and to go explore the world—whether it is just around the corner at home or on the other side of the globe. Places are made of a thousand stories. Some of them are yours.”*



Do you like the message in this manifesto? Would you sign your name here? Explain why/why not, supporting your opinion/choice with examples.

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