



ispitni centar

**PRAVA
MJERA
ZNANJA**

**DRŽAVNO
TAKMIČENJE**

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SREDNJA ŠKOLA

ENGLISKI JEZIK

Autorka/autor testa

Recenzentkinja/recenzent

Podgorica, 20..... godine

Test iz engleskog jezika sastoji se od četiri dijela.

	Vrijeme rješavanja	Broj bodova
Slušanje	oko 15 minuta	20
Čitanje	25 minuta	25
Leksika i gramatika	30 minuta	25
Pisanje	50 minuta	30

Vrijeme rješavanja testa je **120 minuta**.

Dozvoljeni pribor su grafitna olovka i gumica, plava ili crna hemijska olovka. Priznaju se samo odgovori pisani **hemijskom olovkom**. Ukoliko pogriješite, prekrižite i odgovorite ponovo. Za vrijeme rada na testu **nije dozvoljeno korišćenje rječnika**.

Ako neko pitanje/zadatak ne možete odmah da riješite, pređite na sljedeće. Ukoliko vam bude preostalo vremena, možete se kasnije vratiti na takva pitanja.

Želimo vam puno uspjeha!

LISTENING COMPREHENSION

A Child Beggar Inspires Man to Build 206 Schools



A) Listen to an excerpt from a radio show “The Education World” reporting on Mr. Adam Braun and the non-profit organization he founded aimed at helping children get proper education. For sentences 1-8, decide if each statement is TRUE or FALSE by putting a tick (✓) in the appropriate box.

Adam Braun established the organization Pencils of Promise in 2008. Its goal is to make sure all children have a chance for education. Six years later, the non-profit group is building a new school somewhere every 90 hours. It has helped more than 22,000 children in Africa, Asia and Latin America.

It all started when Adam Braun was a college student. He was visiting India when a boy stopped him on the street, the boy asked for money. Mr. Braun asked the boy what he would want, if he could have anything in the world.

"I thought the answer was going to be 'a house' or 'a car' or 'a boat'. His answer was 'a pencil'. So I gave him my pencil and he just lit up with joy. I realized he never had been to school before, and that was the reality for 57 million children around the world," Braun said.

Adam Braun started working in finance after he graduated from college. But he never forgot the boy and the problem he represented.

"We live in a world in which every single child can have access to quality education, because we have everything necessary already. We have the capability of educating every child. So I became immensely committed to helping create that world," Braun said

Mr. Braun raised money for his project by using social media. He paid for building the first Pencils of Promise school, in Laos, five years ago. Since then, his group has helped pay for more than 200 schools in rural areas of Laos, Nicaragua, Guatemala and Ghana.

He says, his organization works closely with the local education agencies. He says the officials organize the main program of studies. But he says his group provides additional learning materials about health and water and waste systems. Pencils of Promise also works closely with communities.

Leslie Engle Young is another Pencils of Promise employee. She says local people are willing to combine efforts and resources for children's education.

"We started saying 'OK, how can we get your 20 percent? What part of the labor can you do? What materials do you have that you can contribute to the project?' And through this really organic conversation, we start building a true partnership with these people," Young said.

Such support helped Adam Braun decide to expand his organization's work beyond the elementary school level. Pencils of Promise developed financial plans to help students continue on to secondary school and teacher training.

"We are really rigorous about making sure that the programs are not just beautiful photos and videos of kids, but that we're actually seeing incredible results in the classroom. And if we're not seeing results, then we need to change our programs. That's why our kids in Pencils of Promise schools progress from one grade to the next at two times the national average," Braun said.

	True	False
1. The organization Pencils of Promise was established in 2002.		✓
2. The organization has helped more than 22 000 children in Asia and Europe.		✓
3. The beggar Adam met while he was in India approached him and asked for a pencil.		✓
4. As soon as he graduated college, Adam committed himself to creating a better world for children.		✓
5. Adam raised money for his project by using social media.	✓	
6. The first Pencils of Promise school was built in Laos.	✓	

7. Adam's group is in charge of organizing the program of studies.		✓
8. The organization's sole concern at the moment is working with children at the elementary school level.		✓

B) Complete the following quotes:

1. "We live in a world in which every single child can have **ACCESS TO** quality education."
2. "Our kids in Pencils of Promise progress from one grade to the next at **TWO TIMES THE NATIONAL AVERAGE/TWICE THE NATIONAL AVERAGE**"

READING COMPREHENSION

A. Read the text carefully. Then read the questions and choose the correct answer (A-D). Write your answers in the grid provided below. The answer to question 6 should be written in the space provided below the question.

The power of advertising

Where would modern society be without advertising? Individual advertisers might think they are just trying to sell a particular product but advertising as a whole sells us an entire lifestyle. If it weren't for advertising the whole of society would be quite different. The economy, for instance, would be plunged into a crisis without the adverts and all the publicity that fuel our desire for limitless consumption.



As John Berger observed in his book "Ways of Seeing", all advertising conveys the same simple message: my life will be richer, more fulfilling once I make the next crucial purchase. Adverts persuade us with their images of others who have apparently been transformed and are, as a result, enviable. The purpose is to make me marginally dissatisfied with my life - not with the life of society, just with my individual life. I am supposed to imagine myself transformed after the purchase into an object of envy for others - an envy which will then give me back my love of myself.

The prevalence of this social envy is a necessary condition if advertising is to have any hold on us whatsoever. Only if we have got into the habit of comparing ourselves with others and finding ourselves lacking or unhappy, will we fall prey to the power of advertising.

While fanning the flames of our envy advertising keeps us preoccupied with ourselves, our houses, our cars, our holidays and the endless line of new electronic gadgets that suddenly seem indispensable. Tensions in society and problems in the rest of the world, if attended to at all, quickly fade into the background. They are certainly nothing to get particularly worked up about. After all, there can't be any winners without losers. That's life.

Furthermore, together with the holy rituals of shopping (people get dressed up now to go shopping in the way that they only used to get dressed up when they went to church) advertising is one of the ways in which we are quietly persuaded that our society is the best of all possible worlds (or at least so good that it is not worth campaigning for any fundamental changes). Adverts implicitly tell us to get off our couches and do some shopping, and the idea that the shelves of the shops are full of the latest products is indeed one of the most effective ways in which contemporary society gets its legitimization.

People like John Berger are also not entirely over the moon about the impact that advertising and shopping have on the value of political freedom. Freedom is supposed to be the highest value in our societies, but in the age of the consumer that freedom is all too readily identified with the freedom to choose between Pepsi and Coke, McDonald's and Kentucky Fried Chicken, Toyota and Ford, and people lose interest in the various political freedoms and our ability to participate in the process of exercising democratic control. There are lots of criticisms that could be made of modern democracies, but no one is going to pay much attention to them if they are more interested in becoming happy shoppers.

In all these ways advertising helps to keep the whole socio-economic show on the road. We are rarely aware of this because we are too busy working to earn the money to pay for the objects of our dreams - dreams that play on the screen of our mind like the little clips of film we see in the commercial breaks.

1. The main point of the text is that advertising is

(A) a habit which is difficult to break ourselves of.

(B) a dissatisfying need for consumerism.

(C) a fairly coercive tool aimed at mind control.

(D) a contemporary fountain of wishes.

2. All of the following are mentioned in the text as description of advertising EXCEPT

(A) its manipulative nature.

(B) its pervasiveness.

(C) its enviable qualities.

(D) its affect on economy.

3. According to the article advertising aims to

(A) dull our minds by tricking us to focus on irrelevant affairs.

(B) enrich our lives and make us better people.

(C) set value on political and personal freedom we strive for.

(D) make us substantially dissatisfied about our lives.

4. The word "prevalence" in line 13 is closest in meaning to

(A) sharp increase **(B) commonness**

(C) infrequency (D) reoccurrence

5. According to paragraphs 3 and 4 (lines 13-20), the key to successful advertising is:

(A) the ritual of shopping.

(B) people's obsession with electronic gadgets.

(C) a feeling of discontent it provokes.

(D) tension in the rest of the world.

6. Find the expression in paragraph 4 (lines 16-20) which is synonymous to verb "fuel" and means "to intensify or stir up feelings; exacerbate an explosive situation":

.....**FAN THE FLAMES**.....

7. According to paragraphs 5 (lines 24-31) the message advertising conveys is:

(A) clear **(B) latent**

(C) straightforward (D) ritualistic

8. Which of the following can NOT be inferred from the last two paragraphs (lines 28-39)?

(A) Advertising is a means of control.

(B) People are brainwashed into becoming shopping zombies.

(C) The idea of freedom people have nowadays is often false.

(D) Happy shopper knows the value of political freedom.

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

B. Match the headings below (A-K) to the corresponding parts of the text (1-10). Three headings are extra. Write your answers in the grid provided below.

*Words are windows, or they're walls,
They sentence us, or set us free.
When I speak and when I hear,
Let the love light shine through me.*
Ruth Bebermeyer

10 Tips for Effective Communication
by Liz Kingsnorth



LIZ KINGSNORTH explores the ways we can improve our relationships with others at home, at work and with friends, by improving the way we communicate.

1.

Aim for a respectful and compassionate quality of connection, so that everyone can express themselves, be heard and understood. Trust that the connection is more important and more nourishing than being right, or even just having your say. Connection means to try to be open and stay in touch with what matters to the other person – and to yourself – in each present moment.

2.

We have two ears and one mouth – a reminder of what is important! Listening is key to a healthy relationship. Often we are only half listening, waiting for our chance to speak, wanting to make our point. When our attention is with our own thoughts, we are not listening. Listening means to enter into the world of the other person and to intend to understand them.

3.

When another person feels you understand them, they are far more likely to be open to understanding you. Willingness to understand involves generosity, respect, calmness, self-control, compassion and patience. Don't forget that others are different from you and be inquisitive and interested. Do not get angry, be genuinely interested instead.

4.

Everything people say and do expresses an underlying need, longing or value. Because all human beings share these needs, they are our magic key to unlocking mutual understanding. For example, if someone says, "You are so selfish, you never do anything to help at home," they are indirectly expressing a longing for consideration and support. If we can empathise rather than react, we will connect and the person will feel understood.

5.

Avoid:

- ✓ Immediately telling your own similar story
- ✓ Interrogating with lots of data-type questions
- ✓ Interpreting the other's experience
- ✓ Giving advice
- ✓ One-upping e.g. "if you think that's bad wait till you hear about what happened to me!"
- ✓ Dismissing the person's feelings e.g. "Oh don't be angry."

6.

What someone else says or does is not the cause for how we feel, it is the trigger. Our feelings are stimulated by what's happening. For example, if someone does not do what they say they will do, we might tell them, "You make me so angry, you are so unreliable!" This inflammatory accusation could be rephrased as, "I feel frustrated because it's important to me that we keep to agreements we have made." Assume responsibility and strive to understand what lies underneath.

7.

Make requests that will help fulfil our needs. This stops us just complaining, and allows the situation to change. Don't ask things of others that are too vague or too big, or are expressed as a negative request, e.g. "Stop making so much noise." Be positive and specific, e.g. "I am working. Can you please use the headphones while playing video games?"

8.

When we are upset, we often interpret what has happened, using judgmental language, rather than accurately describing what has triggered us. This can get us into a fight immediately! For example, instead of simply stating, "You didn't call me," we might interpret and then accuse, "You don't care about me!" First describe the situation in a neutral, accurate way, free of judgments or blame. Then the communication can continue with sharing feelings, needs and requests. For example, instead of saying, "That's a really stupid idea!" you might say, "If we all go to a movie which ends at midnight [neutral description], I'm worried [feeling], because the children need to get a full night's sleep [need]. Can we go to the 2 p.m. show instead [specific request]?"

9.

Even with these guidelines, our carefully expressed requests might still elicit a "No" from the other person. Why would this upset us? Is it that our request was actually a demand that we expect the other person to fulfil? We have a choice in how we hear that "No". It could be that something else is important to the other person; that they had a different need or value alive in that moment. Maybe the "No" is their request for something else to happen. And then we are into the dance of giving and bending! "No" is not as threatening as we might imagine.

10.

Everything that is in our heart and mind is expressed through our body, the tone of our voice, and the vibrations that emanate from us. All these are intuitively picked up and understood by others. Are our words in harmony with these subtler elements? We are manifesting our consciousness at every moment. To have connection, understanding and harmony in our relationships, we need to nourish those aspects deeply within ourselves.

- A. Attentiveness can take you a long way**
- B. Dos and don'ts in a relationship**
- C. Show sympathy**
- D. Take responsibility for your feelings**
- E. Avoid ambiguity**
- F. An intention for bonding**
- G. Palpable relief**
- H. Your face speaks volumes too**
- I. Be curious instead of furious**
- J. Learn how to handle rejection**
- K. Keep your composure by not being judgmental**
- L. Things to refrain from**
- M. Hearing makes you speak**

1	2	3	4	5	6	7	8	9	10
F	A	I	C	L	D	E	K	J	H

A. Complete the text using the correct form of the verbs in brackets:

Final year economics students at Sheffield University are furious after an exam this week contained questions they found "impossible".

The paper, on the economics of cities, contained compulsory questions that had not been covered during the semester. So far more than 90% of those who took the exam **HAVE SIGNED** (sign) an online petition demanding the university investigate. They fear **GETTING** (get) poor marks in this exam will damage their final degree results.

One student told BBC News she was particularly angry about the first question which contained mathematics for which, she said, they **HAD NOT BEEN PREPARED** (not, prepare).

"They told us it was not a maths-based paper. We feel misled and angry. Every part of the question was, 'Calculate this, partially differentiate that.'"

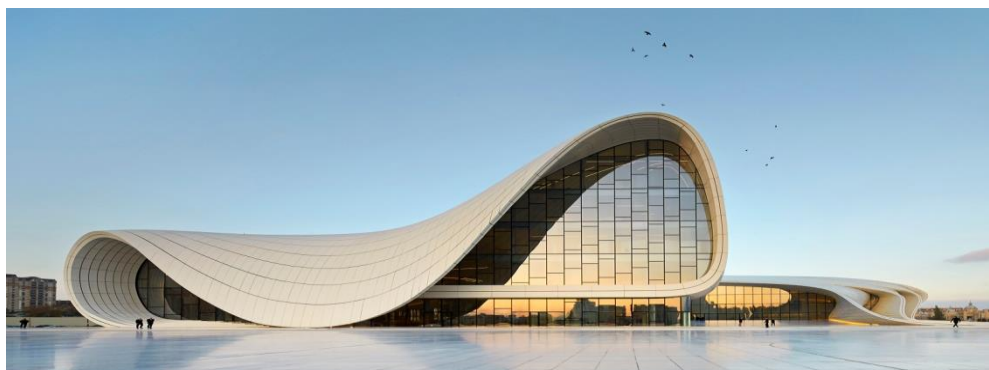
"All questions were based on topics **TAUGHT** (teach) in the course and for which further reading **WAS PROVIDED/HAD BEEN PROVIDED** (provide)", the head of the Economics Department, Prof Andy Dickerson says.

The department said the exam would be second-marked internally and moderated by external examiners.

B. a) Read the text and choose the correct answer (A, B, C or D) to fill in the gap. Write your answers in the grid provided below.

The Future Is How?

Architects have no choice but to be optimists.



Two days before Zaha Hadid’s Guggenheim retrospective opens, I show up for our meeting expecting a Dragon Lady—a profile in the London Times described her as “1) short-fused” (she once “managed to hurl a computer monitor to the floor so violently that it spectacularly exploded”)—and, despite my theatrical background, hoping nothing too spectacular occurs. 2) I encounter an easygoing, amiable woman swathed in layers of black shawls, with shoulder-length, hair framing the faintly drooping 3) of the chronically jet-lagged face.

Despite the 4) a huge museum installation generates, Hadid seems preternaturally relaxed, with everything under control. She has, as they say, her own glamour, accented by a Lauren Hutton-like gap tooth and a notable 5) of amusement in her eyes.

	A	B	C	D
1.	infamously	notoriously	commendably	ingloriously
2.	In spite that,	Instead,	Besides,	Notwithstanding,
3.	properties	skills	accentuate	features
4.	frenzy	serenity	calmness	composure
5.	glint	stare	blink	wink

1	2	3	4	5
B	B	D	A	A

B. b) For questions 1-5 read the text below and think of the word which best fits each space. Use only one word in each space. Read the text through to check that it makes sense with the gaps filled.

Her CV would be the envy of any architect: graduate of the Architectural Association School in London; former partner in Rem Koolhaas's OMA; the winner of **NUMEROUS** competitions and awards, including the 2004 Pritzker—the architectural equivalent of the Nobel.



Hadid's architecture **OWES** its audacity to her early fascination with Soviet Constructivism. Her **APPROACH** is a fusion of utopianism and practicality. A **STRONG** example is the BMW building: "We decided to plug the office building into the assembly line," she says. "The conveyor belt that takes the cars from one production facility to another goes through the building. Everyone flows through the front entrance—the workers, CEOs, everybody."

C. Fill in the blanks with the correct form of the words in brackets, positive or negative.

My Friend Leonard Cohen: Darkness and Praise

"Dear Uncle Leonard," the email from the boy began. "Did anything inspire you to create 'Hallelujah'"? Later that same winter day the reply arrived: "I wanted to stand with those who clearly see the world for what it is, and still find the courage or the heart to praise it. You don't always get what you want. You're not always up for the challenge. But in this case — it was given to me. For which I am deeply grateful."

By Leon Wieseltier



The question came from my son, who was preparing to present the most (1)..... **(resist)** hymn of our time to his fifth-grade class and required a (2) **(clarify)** about its meaning. The answer came from the author of the song, who was for 25 years my precious friend and comrade of the spirit. Leonard Cohen was the most beautiful man I have ever known.

He lived in a weather of (3)..... **(wise)**, which he created by seeking it rather than by finding it. He swam in beauty, because in its transience he aspired to discern a glimpse of eternity: There was always a trace of philosophy in his sensuality. He never ran away from faults, he believed that we all have flaws and that our (4)..... **(perfect)** make us unique as surely as our strengths.

He managed to combine a sense of absurdity with a sense of significance, a genuine feat. He was hospitable and strict, sweet and deep, humble and grand, probing and tender, a friend of melancholy but an enemy of gloom, a voluptuary with religion, a renegade enamored of tradition. He was simply – Leonard Cohen, the best poet/singer the world will ever see.

1	RESIST	IRRESISTIBLE
2	CLARIFY	CLARIFICATION
3	WISE	WISDOM
4	PERFECT	IMPERFECTIONS

D. For the following sentences think of one word only which can be used appropriately in all three sentences. Here is an example (0).

0. Some of the tourists are hoping to get compensation for the poor state of the hotel, and I think

they have a very **strong** case.

There's no point in trying to wade across the river, the current is far too **strong**.

If you are asking me who should get the job, I'm afraid I don't have any **strong** views either way.

1. Calls have been **FLOODING** into our office from worried parents.

The tears began **FLOODING** down her cheeks.

Prince Andrew gazed silently at the **FLOODING** waters glittering in the setting sun.

2. You can wander around the estate to your heart's **CONTENT**.

The show's **CONTENT** is not suitable for young children.

He seems to be **CONTENT** with a fairly minor role in the government.

3. The door was beginning to **BUCKLE** from the intense heat.

The belt **BUCKLE** that deflected the knife from his heart was now irritating the scar.

He did not **BUCKLE** under their threats.

E. Transform the following sentences by 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. My wife is proud of her cooking.

PRIDES

My wife **PRIDES HERSELF ON HER COOKING**.

2. As soon as Ross arrived at the pub, a fight started.

SOONER

No **SOONER HAD ROSS ARRIVED** than a fight broke out in the pub.

3. They have suspended Zidane for the next two matches.

BANNED

Zidane **HAS BEEN BANNED** from the next two matches.

4. She does not remember that she has been ordered to appear before the judge. **RECOLLECTION**

She has **NO RECOLLECTION OF BEING/HAVING BEEN** ordered to appear before the judge.

WRITING



The quote above highlights the impact small things may have. Do you agree with such a stance? Can small things make a big difference in someone else's life? If you could do one small thing to make someone's life better, what would it be? Write an essay of 200 to 250 words and use specific examples.

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This image shows a full page of primary-ruled paper. It features approximately 28 horizontal dotted lines spaced evenly down the page, providing a guide for handwriting practice. The paper is otherwise blank, with no margins, text, or other markings.