



qendra e provimeve

**KATALOGU I PROVIMIT**

# **G J U H Ë   A N G L E Z E**

**GJUHA E PARË E HUAJ**

**PROVIMI I MATURËS NË GJIMNAZ**

**VITI SHKOLLOR 2010/2011**

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# 1. HYRJE

Matura Shtetërore në sistemin arsimor të Malit të Zi futet në vitin shkollor 2010/11 dhe paraqet kontrollimin ekstern të standardizuar të arritjeve shkollore të nxënësve në fund të arsimit katërvjeçar në gjimnaz. Në bazë të Ligjit për gjimnazin ("Fleta zyrtare e RMZ", nr. 64/02 e 28.11.2002, 49/07 e 10.08.2007 dhe 45/10 e 04.08.2010), Provimi i Maturës jepet në mënyrë ekstern (neni 38), kurse për përgatitjen e materialeve të provimit dhe zbatimin e procedurës së Maturës Shtetërore është e ngarkuar Qendra e Provimeve të Malit të Zi.

Katalogu i provimit hollësisht e përshkruan provimin ekstern nga gjuha angleze si gjuhë të parë të huaj. Në katalogun e provimit janë dhënë qëllimet e përgjithshme të provimit, struktura e provimit dhe përmbajtja e lëndës që i nënshtrohet provimit. Në të ndodhet edhe shembulli i testit me skemë për vlerësim. Katalogu i provimit u kushtohet nxënësve dhe mësimdhënësve.

## 2. QËLLIMET E PËRGJITHSHME TË PROVIMIT

Qëllimet e provimit janë të bazuara në kompetencat gjuhësore që janë përkufizuar me programin e lëndës.

### **Kompetencat lingvistike:**

- njohja e gjuhës së huaj në nivel të fonetikës, morfologjisë, sintaksës, semantikës, leksikut dhe në nivel të tekstit si dhe aftësi për komunikim me shkrim.

### **Kompetencat sociolinguistike:**

- aftësia e kuptimit të teksteve duke marrë parasysh në qëllimin e tyre dhe rrethanat jashtëtekstuale në të cilat zhvillohet komunikimi;
- zotërimi i komunikimit me shkrimi.

### **Kompetenca e diskursit:**

- njohja e strategjive të cilat nxënësvë u mundësojnë që ta realizojnë komunikimin në formë të shkrimit (organizojnë, bëjnë strukturimin dhe përshtatjen e porosisë).

### **Njohja e strategjive, zgjidhja e problemeve në komunikim:**

- njohja e strategjive për zgjidhjen e mosmarrëveshjeve dhe mposhtjes së pengesave në të kuptuar.

### **Dijet sociokulturore:**

- njohja e aspekteve të rëndësishme të shoqërisë dhe kulturës së vendeve që flasin anglisht dhe vetëdijes për ngjashmëritë dhe dallimet në mes të botës ku jetojnë dhe atë që njohin përmes mësimin të gjuhës angleze.

### 3. STRUKTURA E PROVIMIT EKSTERN

Provimi me shkrim nga gjuha angleze përbëhet nga katër fusha: të dëgjuarit, të lexuarit, gramatika e leksiu dhe të shkruarit. Pa marrë parasysh në numrin e pyetjeve, çdo fushë sjell numër të njëjtë të pikëve nga gjithsej 100 pikë.

Pjesa	Fusha /koha	Përmbajtja	Tipi i detyrave	Merr pjesë në test
1	<b>Të dëgjuarit</b> 20 minuta	2 detyra → dialogu → paraqitja	→ me zgjedhje të shumëfishtë → me zgjedhje alternative → me përgjigje të shkurtër	25%
2	<b>Të lexuarit</b> 50 minuta	3 detyra → tekstet nga 350 deri në 700 fjalë (letra, broshura, artikulli gazetaresk, reportazhi, teksti letrar)	→ me zgjedhje të shumëfishtë → me zgjedhje alternative → me bashkim → radhitje → me përgjigje të shkurtër	25%
<b>PUSHIMI</b> 10 minuta				
3	<b>Gramatika e leksiku</b> 35 minuta	3-4 detyra → Gramatika → leksiku	→ cloze testi i tipit të mbyllur → cloze testi i tipit të hapur → transformimi i fjalive → ndërtimi i fjalëve	25%
4	<b>Të shkruarit</b> 75 minuta	2 detyra → të shkruarit e letrës - e-mailit (80-120 fjalë) → të shkruarit e hartimit (120-180 fjalë)	→ letra zyrtare dhe jozyrtare, e-maili, artikulli, raporti, tregimi, eseu, hartimi në të cilin shpreh argumente pro dhe kundër ndonjë pikpamjeje	25%

### 4. PROGRAMI I PROVIMIT

#### 4.1. TEMAT

1. Familja, shtëpia dhe mjedisi
2. Raportet në familje dhe shoqëri
3. Koha e lirë dhe argëtimi
4. Arsimimi
5. Të ushqyerit
6. Shëndeti
7. Blerja
8. Udhëtimet
9. Veprimtaritë shërbyese
10. Ngjarjet aktuale dhe shoqëria
11. Klima dhe kushtet kohore

## 4.2. PËRMBAJTJET GJUHËSORE

### F J A L Ë T

#### **Emri**

- regular and irregular plural forms, plural only/singular only, foreign plural
- countable & uncountable
- Genitive: 's, ' , double genitive, Saxon genitive with measures, time expressions

#### **Përemri**

- personal pronouns
- demonstrative pronouns (*this, these, that, those*)
- possessive pronouns
- relative pronouns (*who, whom, that, which, whose*)
- interrogative pronouns
- reflexive/emphatic pronouns
- indefinite pronouns (*somebody, anything, everybody...*)

#### **Nyja**

- indefinite article *a/an*, definite article *the*, zero article

#### **Rrethanori i sasisë**

- *some, any, no, every, much, many, several, few, a few, little, a little*

#### **Numërori**

- cardinal numbers
- ordinal numbers

#### **Mbiemri**

- Possessive adjectives: *my, your, his, her, its, our, their*
- demonstrative adjectives (*this, these, that, those*)
- regular and irregular comparison of adjectives (comparative, superlative)
- comparison of equality (*as+adj+as*) & inequality (*not so+adj+as*)
- comparison of adjectives (superiority; inferiority)
- participles: present participle V<sub>-ing</sub>, past participle V<sub>-ed/en</sub>
- adjective word order

#### **Ndajfolja**

- manner (*fast*), place (*here*), time (*now*), degree (*very*), frequency (*often*)
- Comparison of adverbs
- adverbs with two forms
- word order

#### **Parafjala**

- position, direction, time

#### **Folja**

- Verb forms
- Present Simple
- Present Continuous
- Past Simple
- Past Continuous
- Present Perfect
- Present Perfect Continuous
- Past Perfect
- Future forms
  - will + V
  - be going to + V
  - Present Simple
  - Present Continuous
  - Future Continuous<sup>R</sup>
  - Future Perfect Simple<sup>R</sup>
- Past Perfect Continuous<sup>R</sup>

- Sequence of Tenses
- Question Tags
- Imperative
- Causative *have/get*
- *I wish* (present & past time reference), *I wish/If only* + S + *would*
- *used to*
- *be used to*
- Modal auxiliaries and modal auxiliaries equivalents
- (*can, could, must, will, would, need, shall, should may, might,*
- *have to, be able to, be allowed to*)
- modals + perfect infinitive
- Passive Voice
  - Passive Voice (all tenses)
  - Passive Voice with O<sub>a</sub> and O<sub>i</sub>
  - passive infinitive: *to be* V<sub>-ed/en</sub>
  - passive gerund: *being* V<sub>-ed/en</sub>
  - It + passive + that clause (*it is believed that...*)
- Multi-part verbs
- Gerund or Infinitive
- Verbs followed by V<sub>-ing</sub> and infinitives
- verbs of reporting + Gerund /Infinitive;
- verbs of perception + V /V<sub>-ing</sub>'
- phrases + gerund
- verbs expressing likes & dislikes + V / V<sub>ing</sub>
- Infinitive (with /without *to*)
- perfect infinitive (with /without *to*)

### **Lidhëza**

- Coordinating: *and, but, as well as, or, either ...or, neither... nor*
- Subordinating: *that, after, before, since, until, when, while, because, as, where, if, unless, what*

### **KRIJIMI I FJALËVE**

- derivation
- prefixes: *un-,in-, im-, il-, ir-, nomn-, dis-, re-, mis-, anti-, under-, over-, out-*
- nouns (*-ion, ment, -al, er, -ee, -ist, -ess, -hood, dom*)
- verbs (*-ize/-ise, ify, -en*)
- adjectives (*-less, -ful, -ous, -ic, -y, -al, -able/-ible, -an*)
- adverbs (*-ly*)
- compound nouns (*newspaper, waiting- room, pocket money*), adjectives
- conversion (N-V, V-N, N-Adj)

### **SINTAKSA**

- Affirmative sentences
- Negative sentences
- Questions: Yes/No questions, WH-questions
- Nominal clauses (*that*),
- Relative clauses (defining, non-defining - *who, whom, which, that, whose*)
- Adverbial clauses (clauses of time; clauses of place; conditional clauses – types 0,1,2,3; clauses of purpose (*in order to, so that*); clauses of concession (*although, in spite of*); clauses of reason (*as, because, since*); clauses of comparison (*the... the..., as... as*); clauses of manner (*as if*))
- Reported Speech (statements, questions, commands)
- Reported speech - Embedded questions
- Reported Speech with different reporting verbs (RV):
- Inversion after negative adverbs<sup>R</sup>
- Participle clauses (present, past)<sup>R</sup>
- Linking devices (*however, generally, in addition...*)

<sup>R</sup>Receptivno



### 4.3. QËLLIMET E PROVIMIT

Qëllimet e provimit janë përkufizuar në bazë të mënyrës së detyrueshme të kontrollimit të dijes dhe standardeve arsimore, kurse përfshijnë shkathtësitë e të dëgjuarit, të lexuarit dhe të shkruarit si dhe gramatikën e leksikun.

#### TË DËGJUARIT

Duke dëgjuar llojet e ndryshme të teksteve të folurit autentik siç janë udhëzimet, lajmet, lajmërimet, shpalljet, raportet, komentimet, fjalimet, tregimet, bisedat joformale, intervistat, diskutimet nxënësi/ja është në gjendje:

- t'i kuptojë idetë kryesore të tekstit që dëgjon,
- t'i kuptojë disa informata, eksplicite ose implicite,
- t'i vërejë qëndrimet, idetë, mendimet dhe emocionet,
- ta dallojë regjistrin.

#### TË LEXUARIT

Duke lexuar llojet e ndryshme të teksteve (letrat, broshurat, artikujt gazetaresk, reportazhet, tekstet letrare) nxënësi/ja është në gjendje:

- ta njohë llojin dhe dedikimin e tekstit,
- ta kuptojë esencën e tekstit si tërësi, si dhe lidhjet në mes të pjesëve të tij,
- ta gjejë informatën eksplicite të dhënë në tekst,
- ta kuptojë informatën implicite në tekst, respektivisht t'i njohë qëndrimet dhe emocionet të cilat nuk janë dhënë në mënyrë eksplicite,
- ta nxjerr përfundimin për domethënien e fjalës së panjohur nga konteksti.

#### TË SHKRUARIT

Nxënësi/ja është në gjendje:

- që në **interaksionin e shkruar** të shkruaj e-mailin, mesazhin, letrën zyrtare dhe letrën jozyrtare,
- që në **produktin e shkruar** të shkruaj rezymenë, artikullin, raportin, përshkrimin e njerëzve, vendeve, ngjarjeve dhe situatave, tregimin, hartimin në të cilin paraqet argumentet pro ose kundër ndonjë pikëpamjeje.

Gjatë kësaj pune nxënësi/ja

- shfrytëzon leksikun përkatës dhe gramatikën me shenja të pikësimit dhe drejtshkrim korrekt,
- bën strukturimin logjik të tekstit duke bashkuar qartë idetë me mjetet gjuhësore përkatëse,
- shfrytëzon regjistrin përkatës.

#### GRAMATIKA DHE LEKSIKU

Duke shfrytëzuar saktë shenjat e pikësimit dhe drejtshkrimin, nxënësi/ja është në gjendje:

- t'i përdor strukturat gjuhësore gjegjëse në nivel të formave të fjalës, frazave, klauzave dhe fjalive,
- t'i përdor fjalët gjegjëse, frazat, idiomat dhe kolokimet.

## 5. SHEMBULLI I TESTIT

### RREGULLAT

Provimi nga gjuha e huaj do të mbahet në kushte të njëjta dhe në mënyrë të njëjtë për të gjithë nxënësit e klasës së katërt të gjimnazit.

Materiali i provimit do të paketohet në zarfe të veçanta dhe të sigurta, të cilat do të hapen para nxënësve menjëherë para fillimit të provimit.

Në provim nuk lejohet

- prezantimi i rrejshëm
- hapja e detyrave të provimit para kohës së lejuar
- pengimi i nxënësve tjerë
- përshkrimi nga nxënësi tjetër
- shfrytëzimi i mjeteve të palejuara dhe telefonit celular
- shfrytëzimi i fjalorit
- dëmtimi i shifrës në librezën e testit
- mosrespektimi i shenjës për përfundimin e provimit

**Mjetet e lejuara:** lapsi i thjeshtë dhe lapsi kimik/stilolapsi.

Punimi i nxënësit duhet të jetë i shkruar me laps kimik ose stilolaps.

Pas provimit, testet do të paketohen dhe do të kthehen në Qendrën e Provimeve, ku do të organizohet vlerësimi i tyre.

## 1. TË DËGJUARIT

1.1 You will hear an interview with the musician Robbie Williams. He is talking about his depression, his memories of the time spent in the band *Take That*, his fame and his album *Rudebox*.

For sentences 1- 6, decide if each statement is true or false and put a tick (✓) in the appropriate box.

	TRUE	FALSE
1. Robbie Williams discovered his identity and music tastes in the eighties.	<input type="checkbox"/>	<input type="checkbox"/>
2. Robbie Williams feels sorry because he doesn't work with songwriter Guy Chambers.	<input type="checkbox"/>	<input type="checkbox"/>
3. Critics often attack his work and his music.	<input type="checkbox"/>	<input type="checkbox"/>
4. He feels better now than when he worked with <i>Take That</i> .	<input type="checkbox"/>	<input type="checkbox"/>
5. His favourite song is his own hit "Angels".	<input type="checkbox"/>	<input type="checkbox"/>
6. He does not feel comfortable when people recognise him.	<input type="checkbox"/>	<input type="checkbox"/>



### KËSHILLA

Çdo tekst do ta dëgjoni dy herë.

Para dëgjimit të parë do të keni kohë të mjaftueshme që t'i lexoni pyetjet. Gjatë kohës së dëgjimit të parë përgjigjuni në pyetje më të lehta. Te dëgjimi i dytë përgjigjuni në pyetjet e mbetura.

Pas dëgjimit do të keni kohë të mjaftueshme që t'i përshkruani përgjigjet tuaja në fletën për përgjigje.

**1.2 You will hear a mother talking about her daughter's computer skills. For questions 1-6, choose the correct answer (A, B or C).**

1. What did Jennifer have problems with?
  - A. a computer game.
  - B. her daughter.
  - C. penguins.
  
2. Sarah is in grade
  - A. four.
  - B. five.
  - C. six.
  
3. What did Sarah's mother realise about Sarah?
  - A. Sarah liked Mozart a lot.
  - B. Sarah was a good dancer.
  - C. Sarah was the best person to help.
  
4. Which of the following is true about computer support specialists?
  - A. They are strong people.
  - B. They sell computers.
  - C. They solve problems.
  
5. What is an average annual salary of a computer specialist?
  - A. \$ 14,350
  - B. \$ 44,315
  - C. \$ 44,350

## 2. TË LEXUARIT

2. 1. Read the text. For questions 1-9 choose the answer (A, B, C or D) which you think fits best according to the text.

In a moment we would stroll down to Circular Quay and catch a ferry across the harbour. Then we would go to Deirdre's house to gather up some towels and boogie boards, and go by car to Manly, a beach overlooking the Pacific. At Manly we would grab a bite of lunch, then have an energizing session of boogie boarding.

'Excuse me for interrupting,' I interrupted, 'but what is boogie boarding exactly?'

'Oh, it's fun. You'll love it,' she said lightly, but avoiding the straight answer.

'Yes, but what is it?'

'It's an aquatic sport. It's lot of fun. Isn't it lot of fun, Glenn?'

'Sure,' agreed Glenn, who was taking photographs of Deirdre and me in conversation.

'But what does it involve exactly?' I persisted.

'You take a kind of miniature surfboard and paddle out into the sea, where you catch a big wave and ride it back to shore. It's easy. You'll love it.'

'What about sharks?' I asked uneasily.

'Oh, there's hardly any sharks here. Glenn, how long has it been since someone was killed by a shark?'

'Oh, ages,' Glenn said, thinking. 'Couple of months at least.'

'Couple of months?' I squeaked.

'At least. Sharks are way overrated as a danger,' Glenn added. 'It's the rips that'll most likely get you.' He returned to taking pictures.

'Rips?'

'Underwater currents that sometimes carry people out to the sea,' Deirdre explained. 'But don't worry. That won't happen to you.'

'Why?'

'Because we're here to look after you. But if you're caught in a rip, the trick is not to panic.'

I looked at her. 'You're telling me to drown calmly?'

'No, no. Just stay calm. Don't try to swim against the current. Swim across it. And if you're still in trouble, just wave your arm like this' – she gave the kind of big, slow wave that only an Australian could possibly consider an appropriate response to a death-at-sea situation – 'and wait for the lifeguard to come.'

'What if the lifeguard doesn't see me?'

'He'll see you.'

'But what if he doesn't?'

But Deirdre was already going into the surf, with a boogie board under her arm.

Adapted from **Down Under** by Bill Bryson

1. The text is taken from
  - A. a history.
  - B. a scientific paper.
  - C. a user manual.
  - D. travel writing.
2. Where is the described event taking place?
  - A. in Australia
  - B. in California
  - C. in Florida
  - D. in Mexico

3. Boogie boarding is a sport similar to surfing. What is the difference?
  - A. You do not catch a wave.
  - B. You ride toward the beach.
  - C. You ride toward the open sea.
  - D. You swim through a wave.
  
4. In this particular beach
  - A. it is forbidden to swim because of sharks.
  - B. sharks never attack people.
  - C. sharks occasionally attack people.
  - D. there are no sharks.
  
5. What does Glenn suggest?
  - A. Rips are more dangerous than sharks.
  - B. Sharks and rips are equally dangerous.
  - C. Sharks are more dangerous than rips.
  - D. There are neither sharks nor rips in this particular beach.
  
6. The narrator is
  - A. not afraid of rips.
  - B. not afraid of sharks.
  - C. not too happy to go boogie boarding.
  - D. very enthusiastic to go boogie boarding.
  
7. How many of the three people have been to this beach before?
  - A. no one
  - B. only one
  - C. two
  - D. all of them
  
8. How did Deirdre answer the narrator's questions?
  - A. casually
  - B. laughingly
  - C. seriously
  - D. unkindly
  
9. What has Deirdre managed to convince the narrator?
  - A. She has not convinced him about anything.
  - B. The lifeguard would come.
  - C. The lifeguard would not come.
  - D. There is no need for a lifeguard.

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

## It's Not Discipline, It's a Teachable Moment

Whether facing a toddler temper tantrum or a rude adolescent, every parent struggles to find the best way to discipline children.

But many parents fail. A recent study found that 1 in 3 say the methods they use simply don't work.

5 The problem may not be the kids so much as the way parents define discipline. Childhood health experts say many parents think discipline means punishment. But often the punishments parents use end up reinforcing the bad behavior instead of correcting it. Surprisingly, the most effective discipline typically doesn't involve any punishment at all, but instead focuses on positive reinforcement when children are being good.

10 Effective discipline is more difficult for busy parents because strategies that involve teaching and positive feedback take a lot more time than simple punishment, noted Dr. Shari Barkin, chief of the division of general pediatrics at the Monroe Children's Hospital.

15 It was Dr. Barkin's study of more than 2,100 parents that reported that 1 in 3 said they could not effectively discipline their kids. The findings, published last year in the journal *Clinical Pediatrics*, showed that parents often used the same punishments that their own parents had used on them. Forty-five percent reported using time-outs, 41.5 percent said they removed privileges, 13 percent reported yelling at their children and 8.5 percent said they used spanking "often or always."

20 Parents who resorted to yelling or spanking were far more likely to say their disciplinary approach was ineffective. Given that parents often don't admit to yelling and spanking, the study probably underestimates how widespread the problem of ineffective discipline really is, Dr. Barkin said.

25 Many parents' discipline methods don't work because children quickly learn that it's much easier to capture a parent's attention with bad behavior than with good. Parents unwittingly reinforce this by getting on the phone, sending e-mail messages or reading the paper as soon as a child starts playing quietly, and by stopping the activity and scolding a child when he starts to misbehave.

30 A better disciplinary method for younger children doesn't focus on bad behavior but on good behavior, Dr. Blum said. If children are behaving well, get off the phone or stop what you are doing and make a point to tell them that you wanted to spend time with them because they are so well behaved.

35 Discipline is more difficult in the teenage years as children struggle to gain independence. Studies show that punishments like grounding have little effect on teenagers' behavior. In several studies of youth drinking, drug use and early sex, the best predictor for good behavior wasn't punishment, but parental monitoring and involvement. The best methods of keeping teenagers out of trouble are knowing where they are, knowing who is with them, and spending time with them regularly.

That doesn't mean teenagers shouldn't be punished. But parents should set clear rules that allow children to earn or lose privileges, which gives them a sense that they control their destiny.

40 "You don't want kids to feel victimized or punished," said Dr. Ginsburg of Children's Hospital of Philadelphia. "You want them to understand that the freedoms they get are directly related to how they demonstrate responsibility."

45 Dr. Barkin said she believed the problem of ineffective discipline was getting worse, in part because reinforcing good behavior is far more time-consuming than punishment. Dr. Barkin noted that busy parents juggling work and family demands often are distracted by cellphones, e-mail and other media.

"We have these new forms of technology which urge us to be working all the time," Dr. Barkin said. "We are a distracted society. It's harder to turn off the media and turn on that personal engagement."

*Adapted from the New York Times*

**temper tantrum** – a sudden display of anger, esp. by a child

**spank** - to hit sb, esp. a child with an open hand on the bottom as a punishment

1. What should parents do in order to achieve effective discipline?
  - A. focus on the bad behaviour
  - B. involve punishment
  - C. use positive reinforcement for the good behaviour
  
2. Which of the following can be concluded from lines 9-16? ("Effective discipline... always.")
  - A. 2100 parents could not effectively discipline their kids.
  - B. Simple punishment is easier and less time-consuming for busy parents.
  - C. The majority of parents reported spanking 'often or always'.
  
3. According to lines 15-16, what percentage of parents used the most ineffective disciplinary approach?
  - A. 21,5%
  - B. 41,5%
  - C. 45%
  
4. Dr Barkin's study underestimates the problem of ineffective discipline. Why?
  - A. Parents often used the same punishments as their parents had.
  - B. Parents seldom admit to yelling and spanking.
  - C. Parents used effective disciplinary approaches.
  
5. What do children quickly learn about parents?
  - A. Parents don't go to work when children behave badly.
  - B. Parents easily work out what children want.
  - C. Parents pay attention when children behave badly.
  
6. How can parents keep teenagers out of trouble?
  - A. By giving teenagers independence.
  - B. By parental monitoring.
  - C. By using punishment.
  
7. Setting clear rules allow children
  - A. to be in charge of their destiny.
  - B. to earn privileges.
  - C. to get freedom.
  
8. What final point does Dr. Barkin make in lines 38-43?
  - A. It's not easy to deal with personal engagement because of the media.
  - B. It's urgent to introduce new forms of technology.
  - C. People can't work all the time because the media distracts them.



2.3. Read the text and choose from the titles A-I the one which fits each gap (1-8). There is one extra title which you do not need to use.



**WHEN FITNESS MEANS LIFE OR DEATH**

ARE YOU FIT ENOUGH TO SAVE YOUR OWN LIFE?

1. ....

That’s the premise of a new one-hour reality show from Discovery Health Television. Called ‘Fit to Live’, it’s based on Dr. Pamela Peeke’s book of the same name and explores the role physical fitness plays in helping humans survive life-or-death scenarios. Dr. Peeke, assistant professor of medicine at the University of Maryland and chief medical correspondent for Discovery Health Television, challenges five ordinary people with varying body types to determine if they have the basic level of endurance, strength and agility to survive extraordinary circumstances.

2. ....

‘I am redefining ‘fitness’ as a more comprehensive concept. I am asking people if they have the mental and physical ability to save their lives when taken out of their usual comfort zone,’ says Dr. Peeke. ‘When people think of fitness, they think of athletes, of biceps, going to the gym and doing exercise, running a marathon. But fitness isn’t that,’ Said Dr. Peeke. ‘Fitness is important for coping with life’s emergencies, big and small, whether it’s running to catch a plane or escaping from a sinking car or sprinting to snatch a child back from the curb or simulating an emergency rescue with a dummy the weight of an average

adult. What I’m trying to do is get people strong enough to be able to manage 21st-century living challenges.’

3. ....

‘This may sound unlikely, but my personal experience shows that fitness counts in an emergency. On September 11, 2001, I was on the ninth floor of the World Financial Center, which was just across the street from the World Trade Center. After the second plane struck the Trade Center, my building was evacuated. I was on the ninth floor and nine-floor descent doesn’t sound like much, but my group was stuck behind a slow-moving overweight woman. It took what seemed like forever to get out, and it was truly frightening,’ said Tara Parker-Pope, a Health and Wellness writer for the *New York Times*.

4. ....

‘Fit to Live’ is one of a series of reality TV shows about health like ABC’s ‘Fat March’ and NBC’s ‘The Biggest Loser’. But this show is unique. It is *not* a weight-loss contest. It is a fitness test to determine if someone, whether skinny or fat, is in good enough shape to save their own life. There are three levels of the Fit to Live experience. Are you Fit to Live to survive today’s world, to enjoy each moment and to challenge yourself. The goal is to be able to do all three.

5. ....

Out of hundreds who wanted to participate in *Fit to Live* show, five people were chosen because it was clear from the audition videotapes

that each of them really wanted to change. They showed they were ready to do the work necessary to become Fit to Live. They certainly represented a cross section of American society with a variety of careers and living situations.

**6.** .....

In the show the participants were given 10 minutes to escape a simulated fire in a 30-floor building. During the simulated emergency, they found stairways blocked and 'bodies' to rescue, and none of them managed to reach the safe area – the roof. 'They all died,' said Dr. Peeke. After the show they had to take part in an intensive four-week fitness and health course. During this training program Dr. Peeke and her team performed amazing mental and physical transformations – participants lost weight, their muscles grew and their medical conditions became much better.

**7.** .....

Christine, a young woman in her twenties, who took part in the program said: 'I was drinking fully sugared soda all the time and I was an emotional eater. I ate mindlessly, picking whatever was sitting around me. On the first day of the shoot, although I was overweight and completely out of shape, I did much better than I expected. I collapsed on the roof of the building after finally emerging from the

building and it took quite some time to catch my breath again. I was clearly not Fit to Live. I fought and struggled and won in the end. I learned the lesson of a lifetime. I was given a second chance to live and I went for it with all I had.'

**8.** .....

Dr. Peeke started out the book with her favorite quote from Charles Darwin who said that those who survive life are not the strongest physically or the smartest mentally. They are those who can adapt to life's challenges. It's all about how you can take what shows up in your life - the good as well as the bad. It means having mental, spiritual and physical flexibility. Wake up in the morning, and simply say to yourself 'OK, I'm ready for another day.' People who do this well, are indeed Fit to Live their life.

*New York Times (adapted)*

- A. A participant's story
- B. After the course the participants managed to do the task
- C. Different definitions of fitness
- D. Fitness is important in an emergency
- E. The choice of participants in the reality show
- F. The participants change during the course
- G. The qualities of people who are fit to live their lives
- H. This reality show is not like other shows about health
- I. What a new reality show is about

### 3. GRAMATIKA DHE LEKSIKU

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

Example: (0) 1 A should      B can      C must      D may

#### Are 'all-natural' products really better?

Unless you've slept through the last decade, you know that protecting the environment is a (0)..... . But when it (1) ..... to beauty products, natural doesn't always equal pure and doesn't (2) ..... mean better. Before rushing to the register with your 100 percent green beauty cosmetics, (3) ..... a few things.

According to the FDA (Food and Drug Administration), the (4) ..... 'natural' is used very loosely in the cosmetics world; any company can (5) ..... a product natural. Truly natural products are made from plant-based (as opposed to man-made) ingredients and do not (6) ..... artificial dyes and fragrances. The advantage: plant-based ingredients are renewable (7) ..... that are safer for the environment than certain man-made or natural, but highly processed ones (which can produce toxic (8) ..... during the manufacturing process). The disadvantage: some natural ingredients, which help keep products germ-free, aren't as effective as their synthetic match. Since natural ingredients haven't been (9) ..... as much as man-made ones, you shouldn't assume they're gentler, especially if you're allergy-prone or have (10) ..... skin.

- |    |               |              |               |                |
|----|---------------|--------------|---------------|----------------|
| 1  | A arrives     | B comes      | C reaches     | D refers       |
| 2  | A absolutely  | B definitely | C necessarily | D obligatorily |
| 3  | A consider    | B consult    | C study       | D think        |
| 4  | A definition  | B idea       | C phrase      | D term         |
| 5  | A baptize     | B call       | C entitle     | D name         |
| 6  | A contain     | B enclose    | C incorporate | D involve      |
| 7  | A essences    | B resources  | C matters     | D supplies     |
| 8  | A debris      | B loss       | C rubbish     | D waste        |
| 9  | A examined    | B reviewed   | C searched    | D tried        |
| 10 | A sensational | B sensible   | C sensitive   | D sensory      |

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

**24-HOUR WATCH TO SAVE BLACK RHINO**

Conservationists are willing to use any methods to save the life of a baby black rhino who (0) is (be) completely blind. The rhino, which has been named Max, is one of the rarest animals on the planet. But because of his total blindness his mother

(1) ..... (reject) him. Now an animal charity  
(2) ..... (spend) tens of thousands of pounds  
(3) ..... (ensure) that Max can survive. A keeper  
(4) .....(sleep) in his enclosure feeding him every four hours, including waking in the night, to keep his strength up. He (5) .....  
(feed) 30 pints of expensive Lactogen milk every single day.

'It's very rare for a black rhino to be completely blind. In fact, we (6) .....  
(never/have) one before,' said volunteer Victor Matumah. 'The keepers were out on the reserve one day and heard him (7) ..... (cry). When they found him at first they hoped his mother (8) .....  
(come back). But after a while it was clear he (9) .....  
(abandon).'

Soon Max (10) ..... (undergo) a cataract operation to try and regain sight in one eye.

Adapted from *the Observer*

**3.3. Fill in the blanks with the correct form of the words in brackets.**

**MOUNTAIN BIKING**

Mountain biking is becoming an increasingly popular sport, as people are more interested in keeping fit. It is not only a (1) ..... **(pleasure)** way of improving your (2) ..... **(fit)**, but also one of the best ways to explore the countryside. However, it is important to follow a few simple rules. If not, you could damage the environment and spoil other people's (3) ..... **(enjoy)**. Cyclists must pay attention to the type of path they are on. Some paths are only designed for people who are on foot, so if you are cycling on these, you have to be (4) ..... **(care)**. Always carry the right (5) ..... **(equip)** and clothing for unexpected conditions, or you could create problems for yourself.

**3.4. 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.**

**Example:**

Our team has won.

**CLAIMED**

They ... *claimed that their team had* won.

1. You were late, so you missed the match.

**WOULDN'T**

If you hadn't been late, ..... the match.

2. I am sorry I forgot your birthday.

**WISH**

I ..... your birthday.

3. Jack asked Ann: 'Do you like this kind of music?'

**IF**

Jack asked Ann ..... that kind of music.

4. I can't find my pen. I'm sure somebody has borrowed it.

**MUST**

I can't find my pen. Somebody must ..... it.

5. At the moment, he is collecting old books for school libraries.

**COLLECTED**

At the moment, old books ..... for school libraries.

## 4. TË SHKRUARIT

**4.1.** You have just returned from a trip to Florida. You flew there and back with Ocean Air. You decide to write to the airline to complain about your flight and ask for some money back. Write 80-120 words.

Read the advertisement and the notes you made and then, using the information, write a letter to the airline. Do not include your name and address.

### FLY OCEAN AIR TO FLORIDA

We offer:

- 4 flights a day - *late boarding*
- wide, comfortable seats - *narrow, uncomfortable seats*
- friendly, well-trained staff - *quite rude*
- a good choice of food (no problems with special diets)
  - *no vegetarian food for me!*
- the latest in-flight entertainment
  - *the movie has already been on TV!*

Phone **0182-66345** now or see your Travel Agent for more details!

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### KËSHILLA

Hartimi duhet ta ketë formën e letrës, të fillojë me drejtimin formal, me kërkesë të qartë përse e shkruajmë .

Duhet përfshi të gjitha elementet e dhëna, sepse secili prej tyre vlerësohet me pikë. Në test nuk duhet shkruar emrin tënd për shkak të objektivitetit në vlerësim.

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

1. Advertising: information or manipulation?
2. You have been appointed by local authorities to decide on three most important things to be constructed or reconstructed in your city (town).

Support your choice by explaining the importance of the three things for the citizens.

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**KËSHILLA**

- ♦ Zgjidhni temën për të cilën keni njohuri më shumë. Ushtroni shkrimin e hartimit që ka prej 120 deri në 180 fjalë. Nëse hartimi ka shumë pak fjalë, atëherë ju merren pikët. Nëse numri i fjalëve është më i madh se ajo që kërkohet, pjesa e tepërt nuk do të vlerësohet. Në atë rast teksti mund të duket i papërfunduar, gjë që sjell numër më të vogël të pikëve.
- ♦ Versionin e parë shkruajeni në letrën shtesë. Versionin përfundimtar përshkruajeni sa më bukur dhe më mirë në vendin e paraparë për të.



## 6. ZGJIDHJA E TESTIT DHE MËNYRA E VLERËSIMIT

### Të dëgjuarit

Gjithsej 25 pikë

#### Detyra 1.1

1. T 2. F 3. F 4. T 5. T 6. T

#### Detyra 1.2

1 – A 2 – B 3 – C 4 – C 5 – C

### Të lexuarit

Gjithsej 25 pikë

#### Detyra 2.1.

1D 2A 3B 4C 5A 6C 7C 8A 9A

#### Detyra 2.2.

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

#### Detyra 2.3

1I 2C 3D 4H 5E 6F 7A 8G B është i tepërt

### Gramatika dhe leksiku

Ukupno 25 bodova

#### Detyra 3.1

1B, 2C 3A 4D 5B 6A 7B 8D 9A 10C

#### Detyra 3.2.

1. has rejected/rejected
2. is spending
3. to ensure
4. sleeps
5. is fed
6. have never had
7. cry/crying
8. would come back
9. had been abandoned/was abandoned
10. will undergo, is undergoing

#### Detyra 3.3.

1. pleasant (pleasurable)
2. fitness
3. enjoyment
4. careful
5. equipment

#### Detyra 3.4.

1. ... you wouldn't have missed ...
2. ... wish I hadn't forgotten ...
3. ... if she liked ...
4. ... have borrowed...
5. ... are being decorated ...

## TË SHKRUARIT

Gjithsej 25 pikë

### Detyra 4.1

Shkrimi i mesazhit/letrës prej 80 deri në 120 fjalë – 40% ose 10 pikë

### Detyra 4.2

Shkrimi i hartimit prej 120 deri në 180 fjalë– 60% ose 15 pikë

### Kriteri për vlerësimin e shkrimit –të mesazhit, letrës prej 80 deri në 120 fjalë

	PËRMBAJTJA	LEKSIKU	GRAMATIKA	LIDHSHMËRIA
GËLLIMI	Vlerësohet nëse → mesazhi i përgjigjet temës → janë të pranishëm të gjithë elementet e dhënë → përgjigjet forma e hartimit (mesazhit)	Vlerësohet → të drejtuarit zyrtar/ jozyrtar (regjistri) → përdorimi i fjalëve, frazave, idiomave; kolokimit → drejtshkrimi (të shkruarit drejt të fjalëve, shenjave të pikësimit)	Vlerësohet përdorimi i drejtë i strukturave gjuhësore në nivel të → formës së fjalëve → frazave → klauzave → fjalive	Vlerësohet → tërësia e tekstit, → përdorimi i fjalëve dhe sintagmave me të cilat lidhen idetë
	<b>2</b> → teksti në tërësi i përgjigjet temës së dhënë → janë të pranishëm të gjithë elementet e dhënë → është përdorur forma përkatëse	<b>3</b> → regjistri përkatës → fjalori përkatës → gabimet minimale (2 deri në 3)	<b>2</b> → përshtatja në përdorimin e strukturave gjuhësore, numri i vogël i gabimeve	<b>1</b> → lidhshmëria në nivel të tekstit → përdorimi i fjalëve dhe sintagmave me të cilat lidhen idetë
NUMRI I PIKËVE	<b>1</b> → teksti i përgjigjet temës së dhënë, por i mungon deri gjysma e elementeve të dhëna; ose 20-30% e tekstit është i parëndësishëm për temën e dhënë	<b>2</b> → kryesisht regjistri përkatës → shprehjet dhe frazat standarde /riprodhim, gabime gjatë përdorimit të gjuhës më të komplikuar → gabime të përkohshme në shkrim	<b>1</b> → përdorimi i kufizuar i strukturave standarde gjuhësore, pakuptueshmëria e përkohshme → gabime të shumta (deri në 50%)	<b>0</b> → palidhshmëria në nivel të tekstit
		<b>1</b> → pjesërisht regjistri përkatës (deri në 50% të heqjes dorë) → përdorimi i kufizuar i fjalëve → gabime të shumta/të shpeshta	<b>0</b> → pakuptueshmëria → gabime të shumta (më tepër se 50%)	
		<b>0</b> → pjesërisht regjistri përkatës (më tepër se 50% të heqjes dorë) → përdorimi i kufizuar i fjalëve → gabime të shumta/të shpeshta (më tepër se 50%) → përdorimi i fjalëve të papërshtatshme		
	<b>0</b> zbrazët/nuk ka përgjigje <b>ose</b> e pakuptueshme <b>ose</b> e palexueshme <b>ose</b> temë e paqëlluar <b>ose</b> asnjë element i dhënë nuk është i pranishëm <b>ose</b> janë përdorur më pak se 50% e fjalëve të dhëna			

## Kriteri për vlerësimin e shkrimit – të hartimit prej 120 deri në 180 fjalë

	PËRMBAJTJA	LEKSIKU	GRAMATIKA	LIDHSHMËRIA
<b>QËLLIMI</b>	Vlerësohet nëse → hartimi i përgjigjet temës → janë të pranishëm të gjithë elementet e dhënë → përgjigjet forma e hartimit (paragrafët , letra...)	Vlerësohet → të drejtuarit zyrtar/jozyrtar (regjistri) → përdorimi i fjalëve, frazave, idiomave; kolokimit → drejtshkrimi (të shkruarit drejt të fjalëve, shenjave të pikësimit)	Vlerësohet përdorimi i drejtë i strukturave gjuhësore në nivel të → formës së fjalëve → frazave → klauzave → fjalive	Vlerësohet → tërësia e tekstit, → përdorimi i fjalëve dhe sintagmave me të cilat lidhen idetë
<b>NUMRI I PIKËVE</b>	<b>2</b> → teksti në tërësi i përgjigjet temës së dhënë → janë të pranishëm të gjithë elementet e dhënë → është përdorur forma përkatëse	<b>4</b> → regjistri përkatës <b>dhe</b> → fjalori përkatës me gabime minimale	<b>4</b> → llojlojshmëria dhe përshtatja në përdorimin e strukturave gjuhësore, gati pa gabime	<b>2</b> → lidhshmëria e mirë në nivel të tekstit <b>dhe</b> → llojlojshmëria e përdorimit të fjalëve dhe sintagmave me të cilat lidhen idetë
	<b>1</b> → hartimi pjesërisht i përgjigjet temës së dhënë, <u>por</u> mungojnë deri në 50% të elementeve të dhënë ose gjysma e tekstit që nuk është me rëndësi <b>ose</b> → hartimi kryesisht i përgjigjet temës së dhënë <u>por</u> nuk është përdorur forma përkatëse (nuk ka paragrafe/fraza të mirësjelljes, përsëritjeve në letër...) <b>ose</b> → mungon 30-50% e fjalëve	<b>3</b> → kryesisht regjistri përkatës me përdorim të përkohshëm të formave të shkurtëra /gjuhës së folur (20% të heqjes dorë); fjalori i thjeshtë , i përshtatshëm me gabime të përkohshme në shkrim apo në zgjedhje të fjalëve (20%);	<b>3</b> → përdorimi përkatës i strukturave gjuhësore me numër të vogël të gabimeve (deri në 20%)	<b>1</b> →lidhshmëria e mirë në nivel të tekstit me palidhshmëri të përkohshme në nivel të paragrafëve <b>ose</b> →lidhshmëria e mirë në nivel të tekstit dhe paragrafëve me përdorim të fjalëve dhe sintagmave themelore me të cilat bashkohen idetë
		<b>2</b> → pjesërisht regjistri përkatës <b>dhe/ose</b> →përdorimi i kufizuar i fjalëve me gabime drejtshkrimore të shumta/të shpeshta (deri në 40%), kryesisht të kuptueshme	<b>2</b> → përdorimi i strukturave standarde gjuhësore me gabime të përkohshme (deri në 30%), rrallë të pakuptueshme	<b>0</b> → palidhshmëria në nivel të tekstit dhe paragrafëve
		<b>1</b> → pjesërisht regjistri përkatës (deri në 50% të heqjes dorë) <b>dhe/ose</b> → fjalori shumë i kufizuar me gabime të shpeshta	<b>1</b> → përdorimi i kufizuar i strukturave standarde gjuhësore, pakuptueshmëria e përkohshme me gabime të shumta (deri në 50%)	
		<b>0</b> → regjistri jo përkatës <b>dhe/ose</b> → fjalori shumë i kufizuar me gabime të shpeshta (më tepër se 50%), shpesh i pakuptueshëm → përdorimi i fjalëve të papërshtatshme	<b>0</b> → gabime të shumta (më tepër se 50%), pakuptueshmëria e shpeshtë	
	<b>0 pikë</b>			
	zbrazët /nuk ka përgjigje <b>ose</b> e pakuptueshme <b>ose</b> e palexueshme <b>ose</b> temë e paqëlluar <b>ose</b> asnjë element nuk është i pranishëm <b>ose</b> janë përdorur më pak fjalë se 50% nga numri i dhënë i fjalëve			

## Testi i kuptimit të tekstit të dëgjuar – tekstet për dëgjim

### TESTI 1

**You will hear an interview with the musician Robbie Williams. He is talking about his depression, traumatic memories of his Take That times, the addiction to recognition and his new album “Rudebox”.**

**SPIEGEL:** Mr Williams, several lyrics of your new album “Rudebox” that will hit the market next week are about the same theme: Robbie Williams. Are you your greatest fan?

**WILLIAMS:** Well spotted. But everything I do has to do with me. And before you ask: Yes, the album is therapeutic. Plus it is nostalgic.

**SPIEGEL:** You mean because it reminds you of the eighties? A decade that you experienced as a teenager and that many music critics see as the synonym for bad taste.

**WILLIAMS:** But the one in which I first developed something like an identity. I discovered my love for pop. I was enthusiastic about hip-hop and break dance and found everything great that somehow sounded electric. And I tie my album to the first memories. It’s the first real Robbie Williams album.

**SPIEGEL:** For whom did you do your previous album “Intensive Care” then? Not for the about six million buyers?

**WILLIAMS:** Of course, but also for all who still think I am a pop marionette. A lively pop-doll, that dances and sings when a clever magician pulls the invisible strings in the background.

**SPIEGEL:** The puppet-player was songwriter Guy Chambers, with whom you worked together?

**WILLIAMS:** Yes, before “Intensive Care”. That was the reason why I parted from him. Many critics believed that I had only little influence on the music and lyrics. So they expect that his farewell would be my sure end. I wanted to prove with “Intensive care” and now also with “Rudebox” that I can record a successful Robbie Williams album without him. I wanted respect from the people that didn’t even trust me on tying my own shoelaces. Apart from that I wanted to like myself for once.

**SPIEGEL:** Isn’t it much more difficult to please yourself then it is to please other people?

**WILLIAMS:** Indeed, that is the most difficult thing. I loved all my records until some critic punished them with so much hatred that it was hard for me to still like them. I still don’t like to listen to some of my old songs anymore. But time heals the wounds and I rediscover even some of my old records.

**SPIEGEL:** You have sold more than 50 Million records and fill football stadiums around the planet. Isn’t that enough to give you self-confidence? Why is it so hard for you to deal with critique?

**WILLIAMS:** Because it is never about my work, about my music. The attacks are always targeted at me personally. I long for objectivity. Is that too much to ask for? I only want my music to be loved – and me myself a bit too of course.

**SPIEGEL:** Some of your new lyrics read as if they are the result of psychological therapy in which you analyse your time with Take That. Why do you still occupy yourself with that phase?

**WILLIAMS:** There’s a lot of sadness inside of me. Let’s call it melancholy. But I am not irreconcilable. On the one hand some of my old mates didn’t make it easy for me to like them. On the other hand after every attack of melancholy I’m in a good mood for a while.

**SPIEGEL:** The biography "Feel" that came out two years ago reported about your depression. It doesn't seem like you're much better today.

**WILLIAMS:** Surely. There were times it made me feel down when I just thought about Take That. From one to the other moment I felt horrible. Then I wished I could turn back time and a few things different in my life. But I'm over that. I know that I feel much better today, that there is a lot less pain I'm feeling then I did some years ago. Maybe that is because I write songs about my problems, maybe that is because I am getting older. Maybe it's a bit of everything.

**SPIEGEL:** At the start of your career you said you envy all the people who are more successful than you. Is that still true?

**WILLIAMS:** Today I know how foolish that was. But of course it's easy to say that when you're very successful. Greed is human and ugly but natural. I wish I was free of that today but I'm still not totally. But at least I am aware about that.

**SPIEGEL:** What are you jealous about?

**WILLIAMS:** About good songs.

**SPIEGEL:** The last good song you have heard?

**WILLIAMS:** "Angels".

**SPIEGEL:** That's your own hit.

**WILLIAMS:** Right. I'd rather like to say whom I adore: the U2 singer Bono for example, because it seems he can deal with people very relaxed. But if you insist on an answer: I envy the people whose life is less complicated than mine.

**SPIEGEL:** A complicated life is a normal consequence of fame.

**WILLIAMS:** I know. You get used to it and still you're shocked every now and then. If I would go down to the hotel bar now, everyone in the room would stare at me. Even if most people try to do it decently I feel the eyes on me. And that's shocking in time and again.

**SPIEGEL:** When was the last time you did not get recognised?

**WILLIAMS:** When I was sitting alone in my room a few minutes ago.

**SPIEGEL:** Mr Williams, thank you very much for this talk.

## TESTI 2

**You will hear a mother talking about her daughter's computer skills.**

### **COMPUTER PROBLEMS? CALL A 9-YEAR-OLD**

My friend Jennifer called last week with a problem. Nobody in her family knew how to decorate her daughter's house in Club Penguin, a popular children's Internet game. It was an emergency, and I got the call for help on my answering machine. "I'm not really good with computers," Jennifer's voice said apologetically. "So I was wondering if you could help tomorrow."

We're the family in our street that people always phone when they need help with their computers. Unfortunately, my husband was unavailable. And I barely know how to use the technology in my own home. But even as I tried to remember which buttons to press to delete her message, I heard Jennifer's voice say: "If so, could you please send over Sarah?" My daughter Sarah? The fifth-grader??

I realised that Jennifer is right. Of all of us, Sarah was the one whose fingers danced across the laptop like Mozart played the piano.

I found her in her bedroom, composing an e-mail message to remind her father to bring home his Mac with the new Windows emulator on it. She has been asking him to do it for weeks. "Can you visit Jennifer tomorrow?" I asked. "Let me check," she said, clicking on her Google calendar. "O.K., but I have to be back for a play date at noon."

And that was how my youngest daughter officially entered the work force as a computer support specialist. It's a job that requires strong problem-solving skills and paid an average annual salary of \$44,350. There were 514,460 people who had this job title last year.

I guess most of them were older than 9. But who knows? Things change so quickly that the expertise you have as a 9-year-old may be out-of-date by the time you're 12 or 13. You need to keep an eye on young children who know what you don't. Who knows how much time Sarah has before some smarter 5-year-old starts beating her in the computer lab at school?

The next day, Jennifer paid Sarah \$10 for an hour's work. Then Sarah went home, found her father struggling with the Windows emulator, and explained that to quit it, it was first necessary to shut down all the windows. Or something like that.

# FLETA PËR PËRGJIGJE

Nxënësit me test do të marrin edhe fletën për shënimin e përgjigjeve në detyra me zgjedhje të shumëfishtë. Është e domosdoshme që në vendin e paraparë t'i përshkruajnë përgjigjet e veta.



## PROVIMI I MATURËS FLETA PËR PËRGJIGJE

### Gjuhë angleze

Shifra e nxënësit

Test-libreza 1

gjuha e parë e huaj

Shëno kështu



#### 1. Listening

##### 1.1. Detyra T. F.

	T.	F.
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>

##### 1.2. Detyra A. B. C.

	A.	B.	C.
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 2. Reading

##### 2.1. Detyra A. B. C. D.

	A.	B.	C.	D.
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

##### 2.2. Detyra A. B. C.

	A.	B.	C.
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

##### 2.3. Detyra A. B. C. D. E. F. G. H. I.

	A.	B.	C.	D.	E.	F.	G.	H.	I.
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROVIMI I MATURËS  
FLETA PER PERGJIGJE  
Gjuhë angleze  
gjuha e parë e huaj

Shifra e nxënësit

Test-libreza 2

Shëno kështu



**3. Vocabulary and grammar**

3.1. Detyra    A.    B.    C.    D.

1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 7. LITERATURA

Anna Sikorzynska, Michael Harris, David Mower: Opportunities Pre-Intermediate, Longman, 2006.

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