



ispitni centar

**PRAVA
MJERA
ZNAJKA**

DRŽAVNO TAKMIČENJE 2022.

SREDNJA ŠKOLA, I i II RAZRED

ENGLISKI JEZIK

Autorka/autor testa

Recenzentkinja/recenzent

Podgorica, 20..... godine

Test iz engleskog jezika sastoji se od četiri dijela.

	Vrijeme rješavanja	Broj bodova	Ostvareni 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**.

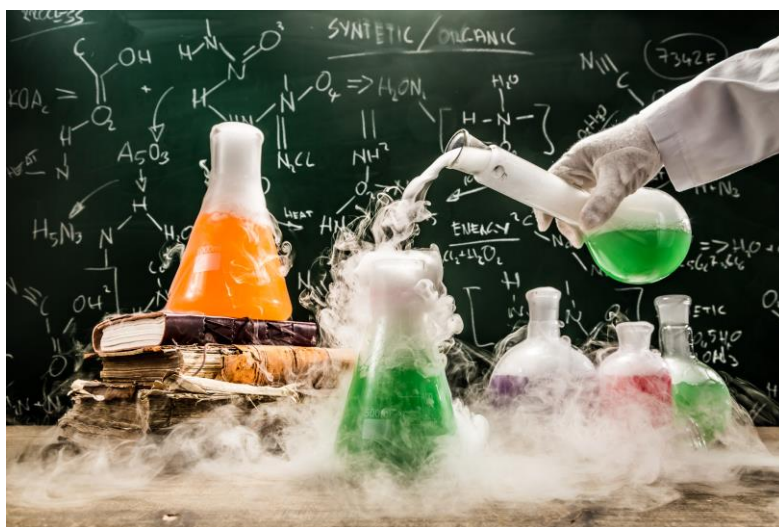
Ako neko pitanje/zadatak ne možete odmah da riješite, pređite na sljedeće. Ukoliko vam bude preostalo vremena, možete se kasnije vratiti na takva pitanja.

Želimo vam puno uspjeha!

LISTENING COMPREHENSION

A) Listen to an excerpt from a radio show *Off the Beaten Track* featuring Mr Robert Langer, a chemical engineer, who recounts how he has found the dream job, and complete the summary below. Choose **NO MORE THAN THREE WORDS** for each answer and **RELY HEAVILY** on what is said in an interview.

Write your answers in boxes 1-10 in the table provided below.



Upon listening to Mr Robert Langer talking about the ordeals of landing his dream job, one may infer that the road he had taken was rather unconventional. In his account, he spoke of twists and turns and (1) and summits along the path.

Mr Langer always believed chemistry was (2) to everything, a tool to understand many things. When he (3) MIT in 1974, he was still undecided as to what career he wanted to pursue. Following in his (4) footsteps, he first wanted to work for an (5) Despite receiving a handful of offers, when asked to increase the (6) of one chemical by one point one per cent, he realised it was not his cup of tea and moved on from this career choice. He then showed an interest in getting a job in the field of (7) This pursuit did not come as an utter surprise, as he was involved in developing chemistry and math (8) during his studies. Having suffered a setback in this endeavour ("he wasn't in the right box"), he decided to apply to (9) All in vain, unfortunately, as no one wrote him back. It was after these failures that he heard of a visionary surgeon Judah Folkman who was known to hire people who didn't (10)

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

READING COMPREHENSION

A. You are going to read an article that explores personality traits and five major personality types. Upon reading the text, do the exercises that follow.

Big Five Personality Traits

When we observe people around us, one of the first things that strikes us is how different people are from one another. Some people are very talkative while others are very quiet. Some are active whereas others are couch potatoes. Some worry a lot, others almost never seem anxious. Each time we use one of these words, words like “talkative,” “quiet,” “active,” or “anxious,” to describe those around us, we are talking about a person’s personality—the characteristic ways that people differ from one another. Personality psychologists try to describe and understand these differences and they generally agree there are five major personality types. This model of traits is often referred to as the “five-factor model,” or sometimes the OCEAN, and we all possess some degree of each.

Goldberg’s Five Factors of Personality (OCEAN)



1. Openness to Experience.

People who rate high in openness are known for their broad range of interests and vivid imaginations. They’re curious and creative and they usually prefer variety over rigid routines. Others may view them as unpredictable and unfocused.

2. Conscientiousness.

People who rank highest in conscientiousness are efficient, well-organized, dependable, and self-sufficient. They prefer to plan things in advance and are usually high-flyers.

3. Extroversion.

People who rank high in extroversion gain energy from social activity. They're talkative and outgoing and they're comfortable in the spotlight. Others may view them as domineering and attention-seeking.

4. Agreeableness.

Those who rank high in agreeableness are trustworthy, kind, and affectionate. They're known for their pro-social behaviour and they're often committed to volunteer work and altruistic activities.

5. Neuroticism.

Neurotic people experience a high degree of emotional instability. They're more likely to be reactive and excitable and they report higher degrees of unpleasant emotions like anxiety and irritability.

Adapted from: <https://positivepsychology.com>
<https://www.inc.com/amy-morin>

Below are descriptions of five people. Based on their personality traits match each person with the right personality type outlined in the presented OCEAN model.

Write the correct letter in the table provided on page 10.

- A) *Amber is exuberant, gregarious, and prone to action rather than contemplation.*
- B) *Kyle excels in school and doggedly pursues his goals with determination and forethought.*
- C) *Dylan is volatile and tends to be self-conscious and unsure of himself.*
- D) *Phoebe has few enemies and she is warm-hearted and sympathetic to the plights of strangers.*
- E) *Willow has a love of learning, engages in a creative hobby, enjoys exploring the arts and meeting new people.*

B. Read the following article about a homeless girl growing up in the most unequal metropolis in America. Then read the instructions below Part One and Part Two of the article and do the exercises that follow.

Invisible Child

PART ONE:

She wakes to the sound of breathing. The smaller children lie tangled beside her, their chests rising and falling under winter coats and wool blankets. A few feet away, their mother and father sleep near the mop bucket they use as a toilet. Slipping out from her covers, the oldest girl sits at the window. On mornings like this, she can see all the way across Brooklyn to the Empire State Building. Her gaze always stops at that iconic temple of stone, its tip pointed celestially, its facade lit with promise.

“It makes me feel like there’s something going on out there,” says the 11-year-old girl, never one for patience. This child of New York is always running before she walks. She likes being first — the first to be born, the first to go to school, the first to make the honour roll.



Her neighbourhood, Fort Greene, is now one of gentrification’s gems which has been transformed by an upwardly mobile clientele and a set of affluent newcomers. Her family lives in the Auburn Family Residence, a decrepit, punishingly confined city-run shelter for the homeless. It is no place for children. Yet Dasani is among 280 children at the shelter. Beyond its walls, she belongs to a vast and invisible tribe of more than 22,000 homeless children in New York.

In the short span of Dasani’s life, her city has been reborn. The skyline soars with luxury towers, beacons of a new gilded age. In the wake of this renewal, it is Dasani’s population who have been left behind. The ranks of the poor have risen, with almost half

of New Yorkers living near or below the poverty line. Their traditional anchors — affordable housing and jobs that pay a living wage — have weakened as the city reorders itself around the whims of the wealthy.

One in five American children is now living in poverty, giving the United States the highest child poverty rate of any developed nation besides Romania. This bodes poorly for the future. Decades of research have shown the staggering societal costs of children in poverty. They grow up with less education and lower earning power. Dasani does not need the proof of abstract research. All of these plights run through her family and Dasani’s circumstances are largely the outcome of parental dysfunction. Her future is further threatened by the fact of her homelessness, which has been shown, even in short spells, to bring disastrous consequences.

For children like Dasani, school is not just a place to cultivate a hungry mind. The right school can provide routine, nourishment and the guiding hand of responsible adults. But school also had its perils. Dasani was hitting the age when girls prove their worth through fighting. And she was her mother’s daughter, a fearless fighter. She was also on the cusp of becoming something more, something she could feel but not yet see, if only the right things happened and the right people came along.

Dasani possesses what adults at her school consider an intuitive approach to learning, the kind that comes when rare smarts combine with extreme life circumstances. Her intelligence is “uncanny” and “far surpasses peers her age,” one counsellor writes. “Student is continuously using critical analysis to ponder situations and interactions.” Dasani’s most honed skill might be obfuscation. She simply stays quiet as other children brag about their new cellphones or sleepovers with friends.

a) Do the following statements agree with the information given in the text? In boxes A) 1-3 provided on page 10 write: T (if the statement agrees with the information), F (if the statement contradicts the information) or NG (if there is no information on this).

1.	Dasani tends to perform complex tasks before mastering the basics.
2.	Desani lives in a run-down, impoverished, low-income neighbourhood.
3.	The living conditions for homeless children around the world have been steadily deteriorating.

b) Read the questions and choose the correct answer (A–D). Write your answers in the table on page 10.

4. Which of the following is the best title for Part One of the article?

- (A) A Legend of the Fall of Fort Green
- (B) A Pioneer of the Dilapidated Homeless Shelter
- (C) A Bright Light at the End of the Tunnel?
- (D) A Life Under the Shadow of Sparkling Skyline

5. Which of the following is NOT true according to the article?

- (A) In no aspect of life or school does Dasani bear any resemblance to her parents.
- (B) The child poverty rate in the United States stands at a staggering twenty per cent.
- (C) Poverty puts children at a disadvantage when it comes to their future incomes.
- (D) Dasani’s ability to learn and make judgments based on reason is truly remarkable.

6. Dasani carefully developed an ability to guard her feelings closely and conceal her struggles. Find the sentence in the article that supports this assertion.

7. Find the words or expressions which are closest in meaning to the following words or definitions. Write the words in the table provided on page 21.

A)	someone or something that gives support when needed
B)	to be a good or bad sign for the future; augur
C)	great danger or jeopardy
D)	to spend time thinking carefully about something

PART TWO: A Future Rests on a Fragile Foundation

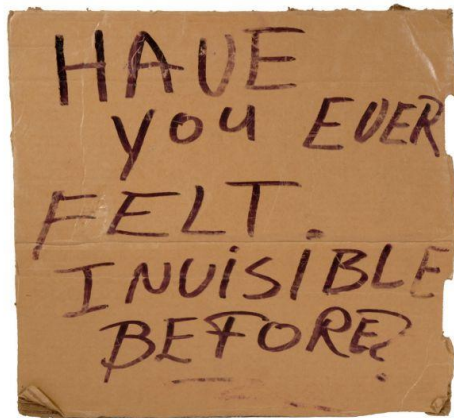
c) Read the second part of the article and fill in the blanks using the list of words, A-J, below. Choose the word that BEST fits each gap.

Write the correct letter, A-J, in boxes 8-12 in the table on page 10.

A) haven	B) outsize	C) dissipates	D) insignificant
E) soothes	F) unreliable	G) perdition	H) deprives
I) festers	J) dependable		

Adults who are homeless often speak of feeling “stuck.” For children, the experience is more like a free-fall. With each passing month, they slip further back in every category known to predict long-term well-being. They are more likely to end up like their parents, their lives circumscribed by crime and illness, and this probability **gnaws** at them and (8) their resentment.

The experience has left Dasani internally **adrift**, for the losses of the homeless child only begin with the home itself. She has had to part with privacy and space — the kind of quiet that (9) the mind. She has lost the dignity that comes with living free of vermin and chronic illness. She has fallen behind in school and she is unmoored by her recent suspension since school used to be her only (10)



“Being homeless is like being hit by a tsunami, just spinning around, nothing going right,” she says. “And I’m like, ‘Put my life back together!’ and it doesn’t happen. Your life doesn’t go the way you want it to go.”

In the absence of a steady home or a(n) (11) parent, public institutions have a(n) (12) influence on the destiny of children like Dasani. Whether she can transcend her circumstances rests greatly on the role, however big or small, that society opts to play in her life.

13. Which of the following is true according to the article?

1. The lives of homeless children are unduly restricted by adverse circumstances.
2. Inevitably, society is set to assume the plum role in Desani's life.

(A) Only 1 is true.

(B) Only 2 is true.

(C) Both 1 and 2 are true.

(D) Both 1 and 2 are false.

14. The word "gnaw" in paragraph 1 is synonymous with:

(A) relieve

(B) perturb

(C) comfort

(D) solace

15. Find the word in Part Two of the article synonymous with the word „adrift“ in paragraph 2.

Write your answers in the table on the following page.

READING COMPREHENSION

A) Big Five Personality Traits

1.	2.	3.	4.	5.

B) Invisible Child: Part One

a)

1.	2.	3.

b)

4.	5.

6.

--

7.

A)	
B)	
C)	
D)	

c) Invisible Child: Part Two

8.	9.	10.	11.	12.

13.	14.	15.

USE OF ENGLISH

A) Read the following passage carefully. It contains FIVE MISTAKES that need to be corrected. Identify the mistakes by circling/underlining them and write the correct answers above the identified phrases.

About 250 people formed a human chain to help a community bookshop in Southampton move to a new store after a rent increase left them unable to afford their old premises.

Volunteers gathered on Sunday to carry more than 2,000 books the 150 metres to the new location, a former bank building that October Books managed to buy with funds generated from donations and loans, where the stock will be kept in the old vault.



Jani Franck, who partook in a human chain, told the Southern Daily Echo: “It’s amazing. The power of community coming together and achieving something like this. October Books have done really well. I’m at awe.”

A bookshop volunteer said she was ‘incredibly touched’ by the show of support.

October Books was found in 1977 and the people behind it describe it as a “radical bookshop cooperative named after the Russian Revolution”. It has been based at the previous premises for 15 years before the move.

They said on Monday that changing site became necessary because the arising rent was becoming unaffordable. The team announced a funding drive and asked for donations, as well as for repayable loans from the community and from financial institutions.

Adapted from: <https://www.theguardian.com/>

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



6. I settled the issue by lending weight to his side of the story.
LEND
 weight to his side of the story.

7. It was not a good idea for you to accept the offer of that job.
UP
 You should the offer of that job.

8. We set out on the last stage of our journey early because we did not want to miss the train.
AS
 We set out on the last stage of our journey early..... miss the train.

9. Ross never doubted that he would eventually patch things up with her.
TIME
 that he would eventually patch things up with her.

10. Unfortunately, both Phoebe and Chandler were missing from the list.
NOR
 Unfortunately, on the list.

C) Read the passage below and think of the word which best fits each space. Use only one word in each space (you have been given the first letter of each word and in some instances, an additional letter to help you). Read the passage through to check that it makes sense with the gaps filled.

I have spent thirty years fixated on environmental issues, spawned during my own oceanic migration in the fall of 1989. For a semester, I circumnavigated the planet with five hundred other undergraduates on a decaying coal-fired cruise ship held together by layers of paint. We spent half our time exploring ports and half on board, 11. i in classes. One course I took, depressingly titled “Environmental Problems,” was taught by a dull Russian professor. The year had been a 12. t . . . l one for humans and nation-states around the globe. We were at sea when the Berlin Wall fell. We travelled through the grey streets of Kiev in the dying days of the USSR and within the walled city of Dubrovnik soon before Yugoslavia dissolved into civil war. We boycotted China after its government opened fire on youth protestors in Tiananmen Square a few months earlier. Everywhere, life was 13. s , boiling over.



It should have been politics I latched on to. But I became preoccupied with what the Russian professor was telling us and what my young eyes were witnessing: a paltry harvest in the nets of Taiwanese fisherfolk, the great pyramids at Giza dissolving under the pollution of Cairo, the trash we shipmates generated, which was 14. h off the back deck of the SS Universe as she plowed ever westward to the next alluring port. All our junk seemingly vanished in our 15. w . . . , not unlike the disposal method of civilization at large, its logic evident in the phrase “to throw away.” But of course, away is always somewhere.

Adapted from: <https://orionmagazine.org>

D) Read the following passage and fill in the gaps using NO MORE THAN THREE words. In some cases, there may be more than one alternative answer, but you should just give one of them.

The average human lifespan is absurdly, terrifyingly finite. If you're lucky, by the time you turn 80, you 16. about four thousand weeks. This truth, which most of us ignore most of the time, is something to wrestle with 17. we want to spend our limited time on this earth in vain.



Part of that embrace of limitation involves facing the anxiety that comes with acknowledging mortality. When we recognize the shortness of life—and accept the fact that some things have to be left unaccomplished, whether we like it or not—we are freer to buckle 18. to what matters. You'll inevitably underachieve 19. something, simply because your time and energy are finite. Rather than succumbing to the mentality of "better, faster, more," we can admit 20. imperfect, and be happier for it.

One way is to keep two to-do lists—one for everything on your plate and one for up to 10 or 21. things that you're currently working on (under no circumstances should the second list exceed that magical number 10!). Fill up the slots on the second list with items from the first, then set to work. The rule is not to move any further items from the first list onto the second until you have freed up a slot by finishing one of the 10 items.

E) For the following sentences think of one word only which can be used appropriately in all three sentences. Here is an example (0). Write your answers in the table provided on page 22.

0. Scientists have come up with a **NOVEL** way of catching fish.
It was such a **NOVEL** idea it was hard to get your mind around it.
Critics everywhere have eulogized her new romantic **NOVEL**.
22. She told him she'd spent all her savings but he didn't an eyelid.
She went to for me with the casting director but I still did not get the part.
It was time to consign his and glove to the cupboard.
23. He was knighted in 1957 and later made a life
This is probably due to a mixture of pressure and social conscience.
Two heads swivelled to at her, and she recognized the reporters from the pub.
24. The simple stone floor is the perfect for the brightly coloured furnishings.
The chocolates are individually wrapped in gold and silver
A hospital is to fit new-born babies with electronic tags to kidnappers.
25. There are fears that the casualty may be higher.
Revenue is raised through customs duties and road
Many people thought that the Internet would the death knell for newspapers.

WRITING



Are challenges nothing but opportunities that life throws at us to help us become a better version of ourselves? Should we embrace the challenges we meet and face them without fear? Write an essay describing a time in your life when a challenge became an opportunity. How did you rise to the challenge and how did you turn it into an opportunity?

Write an essay of 200 to 300 words and explain how others can benefit from your experience.

KEY:

LISTENING COMPREHENSION

11.	SWAMPLANDS
12.	FUNDAMENTAL
13.	GRADUATED FROM
14.	FRIENDS'/FRIEND'S
15.	OIL COMPANY
16.	YIELD
17.	TEACHING/EDUCATION
18.	CURRICULA
19.	HOSPITALS/MEDICAL SCHOOL
20.	FIT THE MOLD

READING COMPREHENSION

A) Big Five Personality Traits

1.	2.	3.	4.	5.
E	B	A	D	C

B) Invisible Child: Part One

a)

1.	2.	3.
T	F	NG

b)

4.	5.
D)	A)

6.

"DASANI'S MOST HONED SKILL MIGHT BE OBFUSCATION."

7.

A)	ANCHOR
B)	BODE
C)	PERIL
D)	PONDER

c) Invisible Child: Part Two

13.	14.	15.	16.	17.
FESTERS	SOOTHES	HAVEN	DEPENDABLE	OUTSIZE

13.	14	15.
A)	B)	UNMOORED

USE OF ENGLISH

A)

1.	2.	3.	4.	5.
THE (HUMAN CHAIN) (paragraph 3)	IN (AWE)	FOUNDED	HAD (BEEN BASED)	RISING (RENT)

B)

6. WHAT I DID WAS LEND weight to his side of the story.
7. You should NOT HAVE TAKEN UP the offer of that job.
8. We set out on the last stage of our journey early SO AS NOT TO miss the train.
9. AT NO TIME DID ROSS DOUBT that he would eventually patch things up with her.
10. Unfortunately, NEITHER PHOEBE NOT CHANDLER WAS on the list.

C)

11.	12.	13.	14.	15.
IMMERSED	TUMULTUOUS	SIMMERING	HURLED	WAKE

D)

16.	17.	18.	19.	20.	21.
WILL HAVE LIVED	UNLESS	DOWN	AT	(TO) BEING	FEWER

E)

22.	23.	24.	25.
BAT	PEER	FOIL	TOLL