



qendra e provimeve

MASA

E VËRTETË

E NJOHURIVE

GARAT SHTETËRORE 2023

SHIFRA E NXËNËSIT

SHKOLLA E MESME, KLASA I DHE II

GJUHË ANGLEZE

NUMRI I PËRGJITHSHËM I PIKËVE TË FITUARA

Testin e kontrolloni

Podgoricë, 20.....

Testi nga gjuha angleze përbëhet nga katër pjesë.

	Numri i pikëve	Numri i pikëve të arritura
Të dëgjuarit	20	
Të lexuarit	25	
Leksiku dhe gramatika	25	
Të shkruarit	30	

Koha për zgjidhjen e testit është **120 minuta**.

Mjetet e lejuara janë lapsi kimik me ngjyrë të kaltër ose të zezë. Pranohen vetëm përgjigjet e shkruara me **laps kimik**. Nëse gaboni, vendosni një vijë të kryqëzuar mbi të dhe përgjigjuni sërish. Gjatë kohës së punës në test **nuk lejohet përdorimi i fjalorit**.

Nëse ndonjë pyetje/detyrë nuk mund ta zgjidhni menjëherë, kaloni në pyetjen/detyrën e radhës. Nëse ju mbetet kohë, mund të ktheheni përsëri në pyetjet/detyrat e tilla.

Ju dëshirojmë sukses të plotë!

LISTENING COMPREHENSION

Listen to an excerpt from the podcast *British History*, featuring a dazzling story of the Tower of London, one of the most renowned monuments in the UK.



A) For sentences 1-4, decide if each statement is TRUE or FALSE by putting a tick (✓) in the appropriate box.

	True	False
1. The Tower of London was the most conspicuous religious edifice in the city, exactly as William the Conqueror intended it to be.		
2. In mediaeval times, English monarchs stayed exclusively in the main royal palace, as it was the safest residence at the time.		
3. English rulers weren't so merciful to those who fell out of favour with them.		
4. The phrase " <i>being sent to the Tower</i> " has become another way of saying <i>being executed</i> or <i>being put to death in prison</i> .		

Write/copy your answers in the table on the next page.

B) Complete the following summary with the information heard on the recording. Write NO MORE THAN ONE WORD for each answer and RELY HEAVILY on what has been said in the podcast.

Write all your answers in boxes 5-10 in the table provided below.

Centuries after the construction of the Tower of London had been commenced, fortifications and defences were added. It was during the (5) of Edward I that the Tower boasted two defensive walls. Not only did it have the walls, but a (6) as well, dug around the castle. It was mainly due to this that the Tower of London became the strongest castle and the home to (7) mediaeval royal apartments.

During the Middle Ages, the Tower turned into the most secure prison, particularly for those who had been accused of (8) As a rule, high-ranked political prisoners were executed at Tower Green, while, conversely, the journey of an ignoble notorious (9) would normally end up in execution in front of a large crowd. The executions in front of the masses took place at Tower Hill just outside the main (10) By the 16th and 17th centuries, the Tower of London became the most significant and most feared prison in the country.

A)

	True	False
1.		
2.		
3.		
4.		

B)

5.	6.	7.	8.	9.	10.

READING COMPREHENSION

A. The following article addresses the issue of (not) arguing. It suggests that part of the problem may be that we are not arguing well, or that we are simply not arguing enough. Read the text and the instructions below it and then do the exercises that follow.

How to Argue Well

School's in session. Workers have been summoned back. Campuses are open for protests and counterprotests, invitations and disinvitations. And a nasty round of midterms is upon us. 1) Who wants to pick a fight first?



Because fight it out we will. 2) Not only are we bad at agreeing with one another; we're also terrible at arguing with one another.

Bo Seo, a 28-year-old two-time world debating champion, says the problem of polarization isn't so much that we disagree but rather that "we disagree badly: Our arguments are painful and useless." 3) If more people took their cues from the world of competitive debate, he argues in a recent book, it would be easier to get people to reconsider their views or at least consider those of others.

Let's consider his argument. In his book, "Good Arguments: How Debate Teaches Us to Listen and Be Heard," Seo, says what we need is to disagree more but to do so constructively. 4) Importantly, showing how someone else is wrong isn't the same thing as being correct yourself. Tearing down the other team doesn't necessarily prove your team is in the right, nor is it likely to persuade

anyone who didn't agree with you in the first place. "No amount of no is going to get you to yes," one of Seo's coaches once told him.

Seo also thinks we idealize a past of civil disagreement. "Those were times when people weren't able to speak," he told me recently. "The disagreements were there; they just weren't visible. What we're doing right now is unprecedented, which is to allow a diversity of people to speak." 5)

The best place for those disagreements may be outside our current public forums for debate — places that offer a chance to meet people where they are rather than to perform in front of an audience. Rather than annihilate a classmate in a large lecture hall, invite him to coffee. Take a conversation offline, which removes the incentives to escalate. You can't deplatform your uncle at Thanksgiving, Seo points out.

A) Some sentences are missing from the text. Choose from the list (A-G) the most appropriate sentence for each gap (1-5) in the text. There is one extra sentence that you do not need to use. Write the correct letter in the table provided on page 11.

- A) *For the most part, we waste too much time vilifying, undermining and nullifying those we are at odds with.*
- B) *That is why avoiding difficult conversations, he says, can "shade into contempt and otherness."*
- C) *Some say competitive debate is a flawed model for healthy discourse, whether for domestic disputes or political disagreements.*
- D) *Approaching arguments with reason, logic, respect and empathy can help people handle opposing views.*
- E) *In a country riven by discord, the extent of disagreement among people, their political representatives and their media outlets feels simultaneously intransigent, untenable and entirely inevitable.*
- F) *That's plenty of fodder for argument, and that's leaving out perennial sources of conflict like who was supposed to load the dishwasher.*

B. For the first time in history, scholars are witnessing the birth of a language — a complex sign system being created by deaf children in Nicaragua. Read the article below and do the exercises that follow.

When the Greek historian Herodotus was traveling in Egypt, he heard of a bizarre experiment conducted by a King named Psammetichus. The inquisitive monarch, wrote Herodotus, decided to wall up two baby boys in a secluded compound. Whatever came out of the boys' mouths, reasoned the King, would be the root language of our species — the key to all others. Herodotus tells us that eventually the children came up with the Phrygian word for bread, *bekos*. The King's inquiry proved that even if left to their own devices, children wouldn't be without language for long. We are born, Herodotus suggested, with the gift of gab.



Ever since, philosophers have dreamed of repeating Psammetichus's test. If children grew up isolated on a desert island, would they develop a bona fide language? And if so, would it resemble existing tongues? Then, in the mid-1980's, Psammetichus's experiment was repeated, but this time it came about unexpectedly and unintentionally. And not in Egypt but in Nicaragua.

Following the 1979 Sandinista revolution, the newly installed Nicaraguan Government inaugurated the country's first large-scale effort to educate deaf children. Hundreds of students were enrolled in two Managua schools. Not being privy to the more than 200 existing sign languages used by hearing-impaired people around the world, Managua's deaf children started from ground zero. They had no grammar or syntax — only crude gestural signs developed within their own families. Once the students were placed together, they began to build on one another's signs and communicate with each other effortlessly. The children's inexperienced teachers surprised by how little they can contribute to this phenomenon watched in awe as the kids began signing among themselves. A new language had begun to bloom.

A decade later, the children's creation has become a sensation of modern linguistics. Nicaraguan Sign Language has been patiently decoded by outside scholars, who describe an idiom filled with curiosities yet governed by the same "universal grammar" that the linguist Noam Chomsky claims structures all language. Steven Pinker, author of "The Language Instinct," claims "The Nicaraguan case is absolutely unique in history. We've been able to see how it is that children — not adults — generate language, and we have been able to record it happening in great scientific detail. And it's the first and only time that we've actually seen a language being created out of thin air."

The Managua teachers say they left hardly an imprint on the children's improvised language — largely because their lack of experience led them to adopt poor pedagogy. When the schools first opened, the Sandinista education officials were misguidedly urged by Soviet advisers to adopt "finger spelling," which uses simple signs to limn the alphabets of spoken languages. But this approach was a disaster. Paradoxically, the failure to adopt a workable teaching strategy gave the Nicaraguan children an opportunity to erect a linguistic structure of their own.

In June 1986, the Nicaraguan Ministry of Education contacted Judy Kegl, an American sign-language expert at Northeastern University. They invited her to visit the deaf schools in Managua and see if she could shed some light on the enigma. To crack the code used by the younger school children, Kegl had them retell stories of Mr. Koumal, a popular Czech cartoon character. By having the children reconstruct these stories in their own tongue, telltale regularities emerged that, bit by bit, provided Kegl with clues to the language's grammar. It was noticeable at once that the younger children used signs in a more nuanced way — they modulated the signs using verb agreement, much to professor Kegl's astonishment.

The sign languages of deaf children have been of central interest to linguists for a quarter century. Underlying this interest is a quest to find a linguistic "bioprogram": that is, an innate human ability to generate all the fundamental characteristics of language. In 1978, Heidi Feldman, Susan Goldin-Meadow and Lila Gleitman published a seminal paper on the linguistic propensities of deaf children, based on a group of Philadelphia kids who used simple home signs to communicate with their hearing parents. The researchers found that a deaf child making crude home signs would, in time, begin bending them into languagelike patterns without knowing what he was doing and without being taught.

"Even deaf children grammaticize, regularize — yet they can't have learned it anywhere," Lila Gleitman says. She sees the Nicaraguan case as buttressing her own work. "In Managua, the children formed a continuing community that allowed their nascent language to grow in grammatical and semantic structure. It's a magnificent example of a whole language emerging with incredible richness."

Yet for all its triumphs, the scholarship on Nicaraguan Sign Language makes clear that a precise line between nature and nurture is difficult to establish. Language is the product of a shadowy collusion between biological predisposition and a much needed social stimuli, it has been substantiated. "It would be hard to find language acquisition in a vacuum," says Gleitman. Jill Morford, a linguist at the University of New Mexico, argues that home signers are stuck in a limbo between gesture and language. "Home signing," she says, "is cognitively similar to language, but it doesn't have a grammar as such. It's in between."

The precise intellectual import of Nicaraguan Sign Language is still being hammered out by linguists. Noam Chomsky, who calls what has happened in Nicaragua "a remarkable natural experiment," has for decades propounded the theory that there is a "biology of grammar" embedded in our brains. But he is wary of saying that Kegl's research settles the issue. "These children may have shown us something remarkable, if indeed they came up with this language with little or no input from outside," he says. "If that's the case, it's a very intriguing situation indeed."

Adapted from: www.archive.nytimes.com

a) Read the questions and choose the correct answer (A–D). Write your answers in the table on page 11.

1. The revelation of Nicaraguan Sign Language may be said to be a

- (A) hoax
- (B) mishap
- (C) windfall
- (D) hardship

2. According to the article, the teachers had success communicating with their profoundly deaf students.

- (A) paltry
- (B) unparalleled
- (C) resounding
- (D) immense

3. Which phrase on page 6 does the author use to indicate Nicaraguan Sign Language emerged without warning, as if by magic.

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4. All of the following statements about Nicaraguan Sign Language are true EXCEPT:

- (A) Managua's deaf children didn't remain linguistically disconnected from their peers.
- (B) The younger children used signs in a more refined way than the older students.
- (C) No evidence suggests bioprogram is triggered into action by language community.
- (D) Not all linguists are convinced this language proves that universal grammar exists.

5. Which of the following is **the best** title for the article?

- (A) *A Huge Impact of the Evolution of the Third World*
- (B) *Signposts to the Unknown – A Linguistic Big Bang*
- (C) *Deciphering a Chomskyan Code of Language Theory*
- (D) *A Myth of an Intrinsic Linguistic Ability of Each Child*

6. Do the following statements agree with the information given in the text? In boxes 6) A-D provided on **page 11** 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).

A)	The students enrolled in Managua's school, devoid of any form of communication, had to start from scratch.
B)	The grammar underlying the enigmatic sign system of Nicaraguan children eluded professor Kegl.
C)	The sign language that linguists set about exploring went through a gradual evolution from pidgin to a new language.
D)	The Nicaraguan children confirm homesigning involves both sides of the coin: the social and the innate working together.

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 11**.

A)	depict or describe in painting or words	<i>paragraph 5</i>
B)	showing that something exists or has happened, revealing	<i>paragraph 6</i>
C)	highly original and influencing the development of future events	<i>paragraph 7</i>
D)	to sustain, prop, or bolster	<i>paragraph 8</i>
E)	beginning to exist; not yet fully developed	<i>paragraph 8</i>
F)	a secret agreement, especially for treacherous purposes; conspiracy	<i>paragraph 9</i>

READING COMPREHENSION

A) How to Argue Well

1.	2.	3.	4.	5.

B)

1.	2.	3.	4.	5.

6.

A)	
B)	
C)	
D)	

7.

A)	B)	C)

D)	E)	F)

USE OF ENGLISH

A) Read the following passage and choose the correct answer (A, B, C or D) to fill in the gap. Write your answers in the grid provided on page 19.

Snow Fall

The snow burst through the trees with no warning but a last-second whoosh of sound, a two-story wall of white and Chris Rudolph's piercing cry: "Avalanche! Elyse!"



The very thing the 16 skiers and snowboarders had sought — fresh, soft snow — instantly became the enemy. Somewhere above, a 1. meadow cracked in the shape of a lightning bolt, slicing a slab nearly 200 feet across and 3 feet deep. Gravity did the rest.

Snow shattered and spilled down the slope. Within seconds, the avalanche was the size of more than a thousand cars 2. down the mountain and weighed millions of pounds. Moving about 70 miles per hour, it crashed through the sturdy old-growth trees, snapping their limbs and shredding bark from their 3.

The avalanche, in Washington's Cascades in February, slid past some trees and rocks, like ocean swells around a ship's prow. Others it captured and added to its violent load. Somewhere inside, it also carried people. How many, no one knew.

The slope of the terrain, shaped like a funnel, squeezed the growing swell of 4. snow into a steep, twisting gorge. It moved in surges, like a roller coaster on a series of drops and high-banked turns. It accelerated as the slope steepened and the weight of the slide pushed from behind. It 5. through shallower pitches. The energy raised the temperature of the snow a couple of degrees, and the friction carved striations high in the icy sides of the canyon walls.

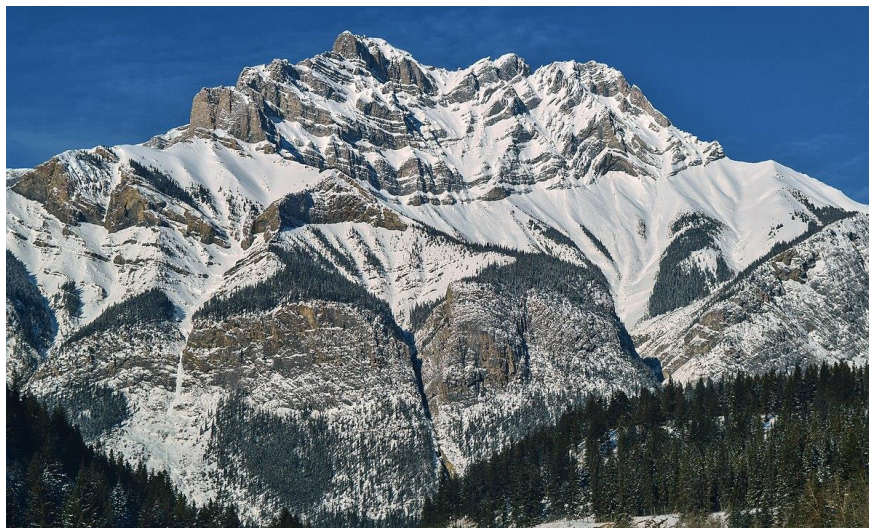
	A	B	C	D
1.	furtive	gregarious	pristine	impure
2.	kneeling	barrelling	condemning	refraining
3.	pillars	brushes	remains	trunks
4.	churning	frowning	tormenting	enlightening
5.	hindered	slithered	impeded	hampered

B) Read the rest of the passage and fill in the gaps with proper function words (words that have a grammatical purpose: pronouns, articles, conjunctions, auxiliaries). Use **NO MORE THAN ONE WORD for each gap. Write your answers in the grid provided on page 19.**

Saugstad was mummified. She was on her back, her head pointed downhill. She felt the crushing weight of snow on her chest. Using her hands like windshield wipers, she tried to flick snow away from her mouth. When she clawed 6. her chest and neck, the crumbs maddeningly slid back onto her face. She grew claustrophobic.

The Cascades are 7. the craggiest of American mountain ranges, roughly cut, as if carved with a chain saw. In summer, the gray peaks are sprinkled with glaciers. In winter, they are smothered in some of North America's deepest snowpack.

The top of Cowboy Mountain rises to 5,853 feet— about half the height of the tallest Cascades, but higher than 8. nearest neighbors, enough to provide 360-degree views.



The area has all of the alluring qualities of the backcountry — fresh snow, expert terrain and relative solitude — but 9. of the customary inconveniences. Lately, reaching Tunnel Creek from Stevens Pass ski area 10. required a ride of just more than five minutes up SkyLine Express, a high-speed four-person chairlift, followed by a shorter ride up Seventh Heaven, a steep two-person lift.

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

C) Transform the following sentences by using the given word so that they have a similar meaning. Do not change the word given. You must use between two and five words, including the word given.

Write only the missing words in the table on page 19.



11. They suspect she lay awake all night thinking about it.
HAVING
She awake all night thinking about it.
12. Phoebe emigrated immediately after gaining the degree.
GRADUATED
No she went abroad.
13. Scientists think that bilingual children were disadvantaged in the past.
THOUGHT
Bilingual children disadvantaged in the past.
14. Not as many students attend the lectures now as when school started.
LOT
There are the lectures now than at the start of the school year.
15. My host family did everything they could to make me feel contented.
STOPS
My host family really pulledto put me at ease.

D) Use the word given in capitals to form a new word that fits into each gap. Write your answers on the answer sheet on page 19.

16. They were now faced with seemingly technical problems no one knew anything about. **SURMOUNT**

17. Our findings cannot explain the overall of nomadic life in Europe. **PREVAIL**

18. The cyclists were made to and show their documents. **MOUNT**

19. He has always been of traditional business credos. **SCORN**

20. We could not describe the scene before us, it was filled with beauty. **UTTER**

E) Complete each of the following sentences with one word containing no more than 8 letters. This word should be one that is often used (i.e., it *collocates*) with the verbs, nouns, adjectives, and other words in *italics*.

To help you, the first letter of each word has been given to you.

The first one has been done as an example:

0. RAPID is often followed by the nouns *acceleration, change, decline, deterioration, growth, heartbeat, progress*

(Sample sentence: *The new digital technology would allow a RAPID expansion in the number of TV channels.*)



21. L..... is used with these nouns: *absence, dispute, examination, monologue, silence, treatment*

(Sample sentence: *The store manager has given new associates a sermon on the evils of shoplifting.*)

22. You can C..... *boredom, discrimination, illness, menace, poverty, terrorism*

(Sample sentence: *The officials are looking for more effective ways to drugs gangs in the country.*)

23. A S..... can be *alphabetical, chronological, gene, logical, DNA, unbeaten*

(Sample sentence: *The computer generates a random of numbers.*)

24. You can A..... *convincingly, heatedly, effectively, vociferously, plausibly, rightly* for or about something.

(Sample sentence: *The reports compellingly that economic help should be given to these countries.*)

25. S..... is used with these nouns *attack, bleeding, critic, disease, headache, repercussion*

(Sample sentence: *Strikes are causing disruption to all train services.*)

Write your answers in the table on page 20.

USE OF ENGLISH

A)

1.	2.	3.	4.	5.

B)

6.	7.	8.	9.	10.

C)

11.	
12.	
13.	
14.	
15.	

D)

16.	
17.	
18.	
19.	
20.	

E)

21.	
22.	
23.	
24.	
25.	

WRITING



Courage is said to be one of the greatest virtues and it comes in many shapes and forms. Each person faces situations that require different kinds of courage.

Write a short story of 180 to 250 words about a time someone was courageous. Recount a story in third person point of view and use your creativity to vividly convey your stance on what (real) courage is and what it conquers.

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