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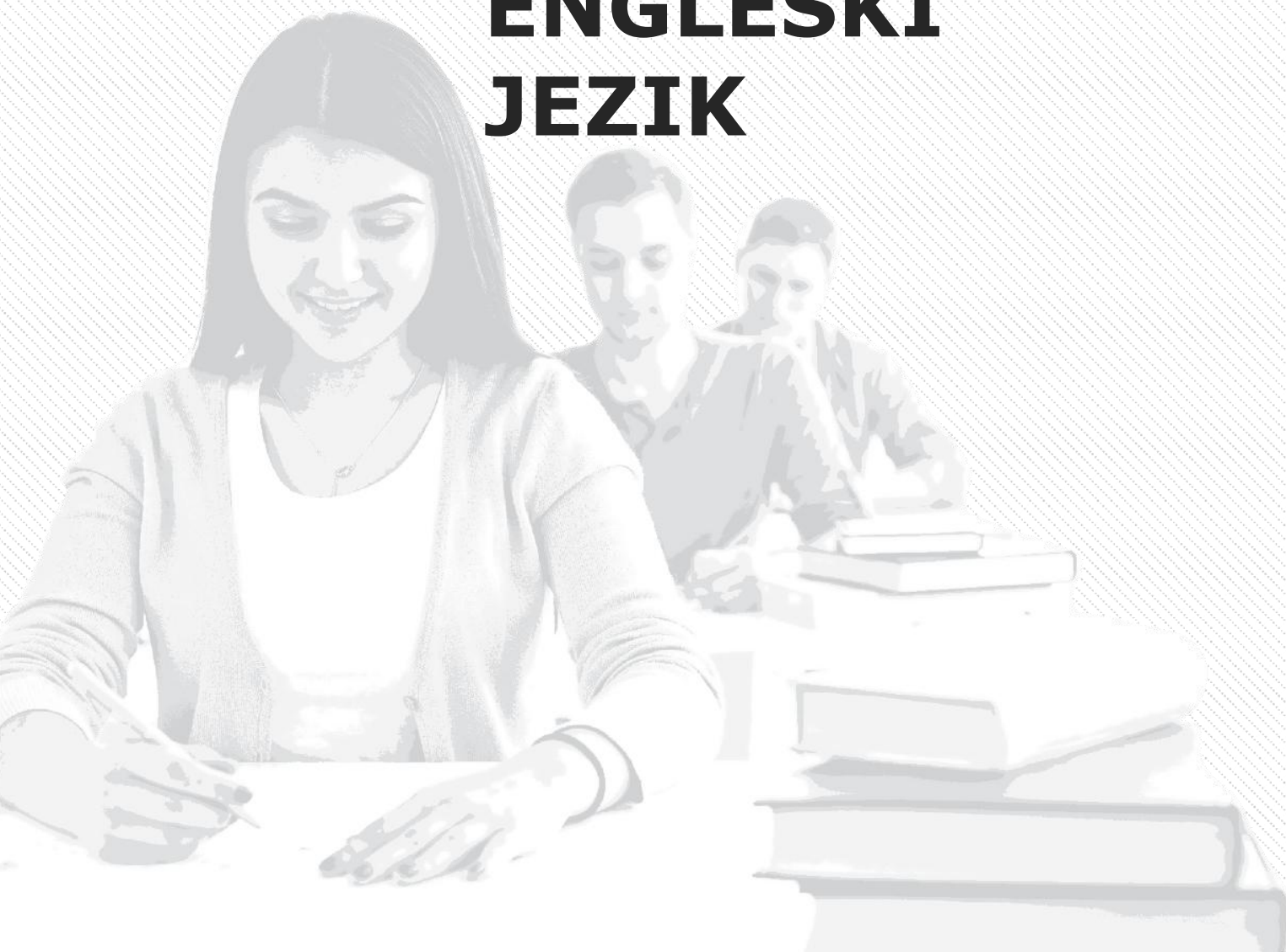
AUTOR/AUTORKA TESTA \_\_\_\_\_

RECENZENT/RECENZENTKINJA \_\_\_\_\_

PODGORICA, \_\_\_\_\_ 20 \_\_\_\_\_ GODINE

SREDNJA ŠKOLA, I i II RAZRED

**ENGLISKI  
JEZIK**





**GOOD LUCK!**

## LISTENING COMPREHENSION

**A. Listen to an excerpt from a podcast interview in which Ms Sanam Monteiro talks about her work at Compass Collective and the role of creative writing in learning English. Upon listening, complete the multiple-choice questions that follow. Then, write/copy your answers in the table provided on page 7.**



- 1. Sanam suggests that the organisation's approach is primarily driven by its intention to**
  - A) prepare artists for highly specialised, individual career paths.
  - B) encourage people to work jointly and make use of shared support.
  - C) prioritise structured, traditional classroom-based language learning.
  
- 2. What can be inferred about the students' legal situations in the UK?**
  - A) Some of them have sorted out their status.
  - B) Their legal positions are just temporary.
  - C) Most students are still awaiting a decision.
  
- 3. When Sanam says: "There's a whole spectrum," she highlights that**
  - A) the students are divided into clear-cut categories based on their personal situations.
  - B) the students are divided based on their backgrounds and age, as they work solely with people from 16 to 25.
  - C) the students' legal statuses and personal histories vary widely, yet all are welcomed into the programme.
  
- 4. The host, Tom,**
  - A) shows interest in Asian languages and is actively studying them.
  - B) avoids learning languages as they require different interconnected skills.
  - C) easily remembers new vocabulary by looking at a textbook and writing it down.
  
- 5. What does Sanam imply about gaining confidence in English?**
  - A) It mainly develops after mastering complex grammatical forms.
  - B) It relies largely on achieving near-native pronunciation and fluency.
  - C) It may grow through accessible techniques that make expression easier.

**B. In this podcast, you will hear an explanation of what idioms and euphemisms are and how they reflect politeness and communication styles across different cultures and contexts. After listening, complete the exercises that follow and write/copy your answers in the table provided on page 7.**



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

	True	False
6. Idioms mirror the figurative lens that colours people's understanding of the world.		
7. Recognising idioms offers a glimpse into how language users think and interact.		
8. People resort to euphemisms because being direct is universally disapproved of.		
9. Governments use euphemisms to veil harsh realities and intensify the discomfort they carry.		

**B) Read the following sentences and, based on the explanation from the listening, decide whether each bolded expression is an IDIOM or a EUPHEMISM.**

<p>10. The doctor told us that unfortunately, after a long fight, the dog we adopted <b>was no longer with us</b>.</p>	<p>IDIOM</p>	<p>EUPHEMISM</p>
<p>11. The school provides extra support for students who are <b>economically disadvantaged</b>.</p>	<p>IDIOM</p>	<p>EUPHEMISM</p>
<p>12. He arrived smiling, but she could tell he <b>carried storms in his pockets</b>, thunder tucked behind the calm.</p>	<p>IDIOM</p>	<p>EUPHEMISM</p>
<p>13. Arguing with him felt like <b>lighting a match in the rain</b>—effort without outcome.</p>	<p>IDIOM</p>	<p>EUPHEMISM</p>
<p>14. A single sentence in the report said the initiative <b>had been allowed to settle</b>, meaning we had to look for other opportunities elsewhere.</p>	<p>IDIOM</p>	<p>EUPHEMISM</p>
<p>15. He loved her deeply, yet he knew he had <b>planted his heartbeat in the wrong soil</b>.</p>	<p>IDIOM</p>	<p>EUPHEMISM</p>

**LISTENING COMPREHENSION****A.**

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>

**B.****A)**

<b>6.</b>	<b>7.</b>	<b>8.</b>	<b>9.</b>

**B)**

<b>10.</b>	IDIOM	EUPHEMISM
<b>11.</b>	IDIOM	EUPHEMISM
<b>12.</b>	IDIOM	EUPHEMISM
<b>13.</b>	IDIOM	EUPHEMISM
<b>14.</b>	IDIOM	EUPHEMISM
<b>15.</b>	IDIOM	EUPHEMISM

## READING COMPREHENSION

Read the following article, which explores how countries differ in their levels of happiness and what influences these differences. Then read the instructions below carefully and complete the tasks that follow. Write or copy your answers in boxes 1–12 on page 12.

Each year, the World Happiness Report attracts attention with rankings that label some countries as the “happiest” and others as the “unhappiest.” These lists often **spark** national pride, disappointment, debate, or even competition. However, while very informative, such rankings overlook an important point: they compare countries without considering differences in their starting conditions.

To illustrate, consider two factories, one large and one small. The large factory produces more goods in total, but it also has substantially more machines, workers, and resources. The small factory produces less in absolute terms, yet relative to its size and resources, it may actually be more efficient. Evaluating the small factory by the same standards as the large one would fail to recognize its superior efficiency relative to its means.



The same logic applies to nations and happiness. Wealthier countries tend to report higher life satisfaction than poorer ones, but wealth alone does not determine how happy a nation is. Certain low-income countries are remarkably efficient at generating happiness, while certain wealthy countries underperform relative to their resources.

In my recent study, published in the *European Journal of Social Psychology*, I developed a new measure, wealth-adjusted life satisfaction (WALS), to capture this difference. WALS asks not just “how happy is this country?” but also “how happy is this country given its wealth?” **5.** .....

The findings challenge one of the most common assumptions about happiness: that wealth automatically brings happiness. Instead, the results reveal a more complex and more hopeful story.

The study calculated WALS scores for 116 countries using data from the 2020 Gallup World Poll. A positive WALS score indicates that a country is happier than its wealth would predict, while a negative score indicates lower-than-expected happiness.

When countries are ranked by WALs, the list looks different from the familiar World Happiness Report.

Some of the top performers are relatively low-income nations. For example, Nicaragua, Nepal, and Kyrgyzstan all score much higher on WALs than their GDP would suggest. Despite limited material resources, citizens in these countries report life satisfaction levels that rival or exceed those of far wealthier countries. On the other hand, some affluent places underperform. South Korea, Hong Kong, and Bahrain, all with relatively high GDP per capita, report lower levels of happiness than expected.

What explains why some nations achieve greater happiness with fewer resources? To address this question, I examined a broad set of social, cultural, and psychological variables. Several factors emerged as particularly important, as countries with high levels of these factors tend to have higher WALs scores:

- perceived job quality (satisfaction with the psychological aspects of work, including autonomy and engagement);
- a sense of freedom to make decisions;
- experiences of enjoyment; and
- social capital (including volunteering, helping others, and opportunities to form new friendships).

These findings have several implications.

First, they challenge the assumption that solely national wealth determines happiness. Policies that combine economic development with investments in the above-mentioned non-economic factors are more likely to foster lasting improvements in national well-being.

Secondly, the findings suggest that some lower-income nations offer valuable lessons. International comparisons often assume that knowledge flows from rich countries to poorer ones, yet WALs shows that some low-income societies have effective ways to support happiness despite material constraints. Recognizing these strengths creates opportunities for mutual learning across cultures and regions, and we are heading in the right direction.

The question now becomes: What practices or values allow some countries, regardless of income, to achieve more with what they have, and what might the rest of the world learn from them? By looking beyond economic measures and toward cultural, social, and psychological insights, we can begin to understand the conditions that best **sustain** flourishing communities. For policymakers, this perspective presents both a challenge and an opportunity: Because it is rarely part of conventional political or economic debate, there is an urgent need to introduce it into the public arena through a scientific lens.

Adapted from: [www.dailygood.org](http://www.dailygood.org)

**1. Which title BEST captures the central idea of the article?**

- A) "Does Money Make Our Hearts Go Cold?"
- B) "Wealth is Nothing but a Hollow Crown"
- C) "Are We Just Counting Coins, while Ignoring Smiles?"
- D) "Wealth is a Cracked Mirror, and We Might Break It Beyond Repair"

**2. The author's main criticism is that standard happiness rankings**

- A) overlook countries' initial conditions in comparisons.
- B) use methods that intentionally favour some cultures.
- C) omit key geographical factors from their evaluations.
- D) oversimplify data in ways that obscure deeper context.

**3. Which of the following words is NOT synonymous with the word *spark* in the first paragraph?**

- A) stir up
- B) set out
- C) ignite
- D) trigger

**4. The factory metaphor employed by the author in paragraph two primarily serves to explain**

- A) resource imbalance.
- B) moral responsibility.
- C) proportional evaluation.
- D) ideological distortion.

**5. A sentence has been removed from the article (marked by number 5 in the third paragraph). Which of the following sentences most logically fills the gap?**

- A) "In other words, how steadily a nation steers the many currents of its public affairs and its governance?"
- B) "In other words, how effectively does a country turn economic resources into subjective well-being?"
- C) "In other words, how rapidly and efficiently does a country expand its economic output across generations?"

**6. The author's tone throughout the article is slightly**

- A) reserved.
- B) tentative.
- C) optimistic.
- D) apprehensive.

**7. The article says that a positive WALs score indicates higher-than-expected happiness, and a negative WALs score indicates lower-than-expected happiness. What do you think a score near zero might imply?**

- A) That a country's happiness aligns with expectations given its wealth.
- B) That a country is experiencing a swift shift in life satisfaction trends.
- C) That a country's index is neutral, but it outperforms poorer countries.

**8. Lower-income, high-WALS nations demonstrate that happiness is not the ..... of wealthy countries.**

- A) natural result
- B) exclusive domain
- C) accidental outcome
- D) political achievement

**9. Which factor is NOT mentioned as contributing to high WALs?**

- A) social ties
- B) work autonomy
- C) emotional satisfaction
- D) technological innovations

**10. In the final paragraph, the word *sustain* most nearly means:**

- A) suppress
- B) uphold
- C) hinder
- D) stall

**11. Which sentence would serve as the MOST fitting conclusion to the article?**

- A) Ultimately, strengthening a nation's role in the world economy can move societies toward a more stable future.
- B) Ultimately, expanding institutional capacity and investing in artificial intelligence can help countries pursue a more structured future.
- C) Ultimately, building societies that prioritize the wise use of resources for human well-being is the path toward a more humane future.

**12. Now that you have read the whole article, choose the THREE sentences the author would object to:**

- A) Money is the single driver of life satisfaction.
- B) Feeling good rests on more than GDP per capita.
- C) Wealth does not always translate into enjoyment.
- D) Lower-income societies offer so little to learn from.
- E) Insights about happiness can arise from many angles.
- F) Economic success alone guarantees national contentment.
- G) Some nations score high on WALs despite their limited means.

**Don't forget to copy all your answers in boxes 1–12 on the next page.**

**READING COMPREHENSION**

1.	2.	3.	4.	5.	6.

7.	8.	9.	10.	11.

12.

## USE OF ENGLISH

**A) Complete the text using the proper form of the appropriate verbs and then copy your answers in the table on page 19.**

**The list of verbs to be used is given below:**

CARRY OUT

LAY

BEGIN

FOUND

SPEND

WASTE

In the late 1980s, I was setting off on a backpacking trip to Europe with my friends. They were interested in doing a master's degree in New York, so we booked a two-week stay in the Big Apple on the way to London.

After checking in at International House – said to **1.** ..... by Harry Edmond long before Rockefeller set it up to house postgraduate students – we went straight to the canteen. No sooner **2.** ..... we ..... eating than we struck up a conversation with an Iraqi engineering student from Columbia. He asked me what I did, and I told him that I **3.** ..... some research for the last couple of months using an electron microscope at CSIRO. He told me I should apply for a job with them at Columbia. I laughed it off, telling him that I was about to fly to Europe and, much more critically, I didn't have a US visa.



The next evening, **4.** ..... the day sightseeing, I returned to the canteen. He approached me and told me he **5.** ..... the groundwork for an interview for the following morning.

Only because he had put in so much effort, I went to the interview – but straight away told my interviewer that I didn't have a visa, so I **6.** ..... her time. In typical New York fashion – a city where anything feels possible – she said: "We can make that happen. When can you start?" I never got on that flight to London.

I worked there for three years. I have never encountered the student again, but his kindness set in motion a chain of events that has shaped my entire life.

Adapted from: [www.theguardian.com](http://www.theguardian.com)

**B) Fill in the blanks with the correct form of the words in brackets by adding a prefix and/or a suffix to them. Write your answers in the table on page 19.**



In a modern world that moves at breakneck speeds, "Takin' My Time" is a song that is a reminder of the power of pausing, listening, and tuning into life's precious gifts in each moment. It was created by be-the-change rapper Nimo Patel, a hip hop artist and humanitarian who is no stranger to takin' his time. At the pinnacle of a dizzying career -- spanning Wall Street, establishing an animation studio, and MTV rap stardom, he was haunted by an **7.** .... (shake) sense of emptiness. In his mid-twenties, he abandoned the limelight and found himself meditating in the foothills of the Himalayas. There, an inner voice nudged him to radically **8.** .... (simple) his life and find his purpose in service to others.

That's when he embarked on a **9.** .... (pilgrim) to bridge music, love, and selfless service, through Empty Hands, an album he gifted freely to the world and that grew into a nonprofit that sparks the transformative power of music and the arts with thousands of **10.** .... (privilege) children in the slums of India and communities around the world.

Nimo **11.** .... (body) a rare blend of discipline, playfulness, and wholehearted presence. His lived practice of "takin' my time" touches the lives of each being he encounters and has organically blended into countless collaborations from global performances with poor children to community events, artistic projects, and heart-centered acts of service.

Whether sweeping a room unnoticed or teaching at the University of Pennsylvania, he brings care, humility, and purpose to every encounter.

Adapted from: [www.dailygood.org](http://www.dailygood.org)

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

To help you, the first and the last letter of each word have been given.

The first one has been done as an example:

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

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



**12.** S.....T is often used with these adjectives: *sudden, bold, irreversible, costly, dramatic, and weekend*.

(Sample sentence: *The company regretted making a sudden s..... that disrupted years of progress.*)

**13.** M.....D is used with these nouns: *accent, coldness, improvement, increase, drop, contrast, absence*.

(Sample sentence: *There was a m..... difference in his attitude. He has really changed a lot since their last encounter.*)

**14.** C.....B is frequently used with the following nouns: *inflation, violence, spending, craving, enthusiasm, and demand*.

(Sample sentence: *The police introduced measures to c..... the speed of cars travelling through the village.*)

**15.** F.....K can be *favourable, constructive, overwhelming, mixed, growing, or initial.*

(Sample sentence: *Public f..... to the announcement was surprisingly positive and caught us all off guard.*)

**16.** B.....T collocates with *morale, confidence, sales, productivity, immunity, and revenue.*

(Sample sentence: *The festival was designed to b..... tourism during the quieter winter months.*)

**Write your answers in the table on page 19.**

**D) For the following sentences, think of ONE WORD ONLY which can be used appropriately in all three sentences. Here is an example (0).**

0. Some of the lawyers indicated that they all could have a very **strong** case.  
There's no point in trying to wade across the river; the current is too **strong**.  
If you are asking me who should get the job, I don't have any **strong** views either way.

**17)** The professor's question planted a ..... of doubt that refused to leave their mind.  
Despite being the lowest ..... in the tournament, she walked onto the court as if destiny were hers.  
A single oak ..... rolled across the table, carrying the promise of a future forest.

**18)** He spoke in a ..... voice, trying to calm the child.  
At the ..... age of six, she played the piano with such grace that it startled every adult in the room.  
Due to errors in documentation, the company's ..... was disqualified before the final review.

**19)** They chose a ..... location overlooking the park, knowing it would shape the entire project.  
Even in her ....., she carried a softness that fame could never harden.  
The coach used his final words to ..... the team for a performance they would never forget.

**20)** The pie ..... in the final report offered an illustration of the year's rising profit.  
She began to ..... a new path for her career, one that aligned with her values.  
After years of small gigs, the band finally produced a ..... hit that captured their raw spirit.

**Write your answers in the table on page 19.**

**E) The sentences below contain an error. Identify what needs to be changed to make the sentence correct. You need not rewrite the whole sentence – simply point out what changes must be made to correct the sentence. Do not change the intended meaning of the sentence!** An example has been provided for you.



Isn't it amazing how long that mime can remain completely stationery?

Isn't it amazing how long that mime can remain completely stationery?

**stationary**.....

**21.** It is I who is assuming responsibility, even though the decision has never been truly mine.

.....

**22.** The pianist devoted a concerted effort to perfecting the final passage before the recital.

.....

**23.** She had been terrified of hospitals until the day they operated her brother and saved his life.

.....

**24.** Since dawn the police has been patrolling the riverbank, alerted by footprints that seemed to appear overnight and vanish just as quickly.

.....

**25.** They tend to throw banknotes at problems without trying to work out the best solution.

.....

**USE OF ENGLISH****A)**

<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	
<b>6.</b>	

**B)**

<b>7.</b>	
<b>8.</b>	
<b>9.</b>	
<b>10.</b>	
<b>11.</b>	

**C)**

<b>12.</b>	
<b>13.</b>	
<b>14.</b>	
<b>15.</b>	
<b>16.</b>	

**D)**

<b>17.</b>	
<b>18.</b>	
<b>19.</b>	
<b>20.</b>	

## WRITING

ALL THAT  
GLITTERS  
IS NOT  
GOLD.

*William Shakespeare*

**How do you make sense of this quote? Have you ever experienced a moment when it felt true?**

**Write a creative story or personal narrative – real or imagined – that captures a time when it genuinely rang true (for you).**

**Use between 200 and 300 words.**

**KEY:**

**LISTENING COMPREHENSION**

**A.**

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>
B)	A)	C)	A)	C)

(5 x 2 points)

**B.**

**A)**

<b>6.</b>	<b>7.</b>	<b>8.</b>	<b>9.</b>
T	T	F	F

(4 x 1 point)

**B)**

<b>10.</b>		EUPHEMISM
<b>11.</b>		EUPHEMISM
<b>12.</b>	IDIOM	
<b>13.</b>	IDIOM	
<b>14.</b>		EUPHEMISM
<b>15.</b>	IDIOM	

(6 x 1 point)

## READING COMPREHENSION

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>
C)	A)	B)	C)	B)	C)

(6 x 2 points)

<b>7.</b>	<b>8.</b>	<b>9.</b>	<b>10.</b>	<b>11.</b>
A)	B)	D)	B)	C)

(5 x 2 points)

<b>12.</b>
A)
D)
F)

(3 x 1 point)

## USE OF ENGLISH

A)

<b>1.</b>	TO HAVE BEEN FOUNDED
<b>2.</b>	HAD WE BEGUN
<b>3.</b>	HAD BEEN CARRYING OUT
<b>4.</b>	HAVING SPENT
<b>5.</b>	HAD LAID
<b>6.</b>	WAS WASTING

(6 x 1 point)

**B)**

<b>7.</b>	UNSHAKEABLE
<b>8.</b>	SIMPLIFY
<b>9.</b>	PILGRIMAGE
<b>10.</b>	UNDERPRIVILEGED
<b>11.</b>	EMBODIES

(5 x **1** point)

**C)**

<b>12.</b>	SHIFT
<b>13.</b>	MARKED
<b>14.</b>	CURB
<b>15.</b>	FEEDBACK
<b>16.</b>	BOOST

(5 x **1** point)

**D)**

<b>17.</b>	SEED
<b>18.</b>	TENDER
<b>19.</b>	PRIME
<b>20.</b>	CHART

(4 x **1** point)

**E)**

**21.** It is I who **AM** assuming responsibility responsibility, even though the decision has never been truly mine.

(This rule catches even experienced speakers off guard: when *who* stands in for a *personal pronoun*, it requires a verb that corresponds to that pronoun's form e.g. It is you who *are* mistaken.)

**22.** The pianist devoted a **CONCENTRATED** effort to perfecting the final passage before the recital.

(The phrase "a concerted effort" is means *joint, coordinated, done together with others*. It always implies multiple people working in cooperation. In the given sentence, the pianist is *working alone, practicing individually*. One person cannot make a concerted effort.

Thus, the correct word is "concentrated", which means *intense, focused, sustained effort*—the kind of effort one person can make independently.

**23.** She had been terrified of hospitals until the day they operated **ON** her brother and saved his life.

(The verb *operate* when referring to performing surgery must take a preposition ON. Without the preposition, the verb changes meaning completely – it means *to run, manage or control a machine, system, or business e.g.*: She operates a bakery.)

**24.** Since dawn the police **HAVE** been patrolling the riverbank, alerted by footprints that seemed to appear overnight and vanish just as quickly.

(Noun *police* even though it has a singular form, takes a plural verb. It refers to a group, not an individual. To refer to one person, you must say: *a police officer, a policewoman, a policeman*)

**25.** Bering rich, they tend to throw **MONEY/CASH** at problems without trying to work out the best solution.

(The proper idiom is "to *throw money at something*" and it means to try to solve a problem by spending money instead of understanding or addressing the real issue.)

(5 x 1 point)



# UPUTSTVO

Vrijeme rješavanja testa je **150 minuta**.

**Dozvoljeni pribor za rad:** grafitna olovka, gumica i plava ili crna hemijska olovka.

**Nije dozvoljena upotreba** rječnika, korektora, piši-briši hemijske, mobilnih telefona i bilo kojih drugih elektronskih pomagala.

Grafitnu olovku možete koristiti u toku rada, **ALI KONAČAN ODGOVOR MORA BITI NAPISAN HEMIJSKOM OLOVKOM.**

## **Pišite čitko!**

Ukoliko pogriješite, prekržite i odgovorite/zaokružite ponovo.

Radite samostalno. Nijesu dozvoljena nikakva dogovaranja.

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

**Test iz engleskog jezika sastoji se od četiri dijela.**

OBLAST	Broj bodova	Ostvareni broj bodova
Slušanje	20	
Čitanje	25	
Leksika i gramatika	25	
Pisanje	30	

**SREĆAN RAD!**