



Nacionalni centar
za vanjsko vrednovanje
obrazovanja

Идентификациона
налепница

ПАЖЉИВО НАЛЕПИТИ

ENG A

ЕНГЛЕСКИ ЈЕЗИК

ВИШИ НИВО

ИСПИТ ЧИТАЊА
(Reading Paper)

ENG A IK-1 D-S044

ENGA.44.SR.R.K1.16



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12

Празна страна



ОПШТА УПУТСТВА

Пажљиво прочитајте сва упутства и пратите их.

Не okreћите страницу и не решавајте задатке док то не одобри дежурни наставник.

Налепите идентификационе налепнице на све испитне материјале које сте добили у сигурносној врећици.

Испит читања траје **70** минута.

Испит се састоји од задатака повезивања, задатка вишеструког избора и задатка допуњавања.

- У задацима повезивања **сваки** садржај означен бројем повежите са одговарајућим садржајем који је означен словом (задаци 1 и 3).
- У задацима вишеструког избора од више понуђених одговора одаберите само један (задаци 2 и 4).

При решавању ових задатака можете да пишете по страницама ове испитне књижице.

Тачне одговоре морате да означите знаком X на листу за одговоре.

- У задатку допуњавања допуните празнине уписивањем садржаја који недостаје (задатак 5). Одговоре упишите **само** на предвиђено место у овој испитној књижици. Пишите читљиво. Нечитљиви одговори бодоваће се с нула (0) бодова.

Употребљавајте искључиво хемијску оловку којом се пише плавом или црном бојом.

Када решите задатке, проверите одговоре. Ако погрешите у писању, погрешке ставите у заграде, прецртајте их и ставите скраћени потпис. **Забрањено је потписати се пуним именом и презименом.**

Желимо Вам много успеха!

Ова испитна књижица има 16 страница, од тога 2 празне.

Ако сте погрешили у писању одговора, исправите овако:

а) задатак затвореног типа

Исправно



Исправак неисправног уноса



Преписан тачан одговор



Скраћени потпис

Неисправно



б) задатак отвореног типа

~~(Марко Марулић)~~

Петар Прерадовић



Прецртан нетачан одговор у заградама

Тачан одговор

Скраћени потпис



Енглески језик

Reading Paper

Task 1

Questions 1-12

You are going to read an article in which people talk about replacing textbooks with laptops.

For questions 1-12, choose from the people A-F.

Mark your answer on the answer sheet.

There is an example at the beginning (0).

Laptops instead of textbooks

A Annabelle	B Bradley
One thing is for sure: textbooks have been in the classroom for a long time and they should remain there. It sometimes feels good to hold the text and highlight it with a pen to soak up the right details. If we introduce laptops into classrooms, several issues need to be discussed. One is the danger of students overusing them, which can result in various types of injuries. Secondly, students can get addicted to computers and eventually suffer from withdrawal symptoms.	If we decide to take education into the 21st century by replacing textbooks with laptops, students need to be taught to use them to their advantage. However, I would not advocate replacing one method with another. I consider that laptops would make wonderful supplements. Moreover, to make sure students are careful with school laptops, parents should take out insurance. Without a doubt, laptops have their limits, such as when there is a power cut, while a book can always be opened.
C Cheryl	D Dominic
One of the main reasons for replacing textbooks would be to reduce the number of back injuries. And if you think kids mistreat textbooks, you won't believe what they do to their laptops. Moreover, most kids rely too much on the information they find online. Making laptops an exclusive learning tool cannot be beneficial as good teachers rarely use them, except just to put on a show for some big shots. Everyone learns differently, so tossing books away would help one group of students while hindering another.	We've moved on from the times when computers were heavy and unreliable. Nowadays, there are portable e-books in chemistry that are simply unbelievable. This digital revolution in schools cannot be turned back. Education will irrevocably change. But to make sure that the students do not damage their laptops, the parents should be the ones to purchase them. This is simply because people treasure personal items more than items they borrow. Another point is that teachers will need further training to be able to adapt to the new teaching environment.



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E Elaine	F Forrest
<p>In these modern times, information is freely available and it changes ever so quickly. Just purchasing laptops is not enough, although keeping them up-to-date is not an issue due to the various free software solutions online. I don't think students should have a laptop because they are not mature enough to take care of it. Although laptops are marvels, I agree with the experts that some tools should be used to minimise students' attention being diverted by online distractions. Plus, online homework might reduce the need to socialise with classmates and catch up.</p>	<p>We can't blame kids for hating hauling textbooks around, and they may well have a point even if they are generally written to match the students' reading ability. The benefits of quick updates on laptops are cancelled out by the cost of maintaining the networks and operating systems. There can be times when a student just needs an overview, and grabbing a text off the shelf may be beneficial. And sometimes, it is a lot simpler than logging on, searching for the appropriate link, etc.</p>

Which person thinks that...

0 students often damage their laptops?

- 1 laptops should be used as an additional learning tool?
- 2 getting rid of textbooks would change teaching methods?
- 3 despite being heavy, textbooks are still useful?
- 4 the budget for laptop maintenance is bigger than the one for textbooks?
- 5 too much time on laptops can cause health issues?
- 6 children will need help to stay focused while working with laptops?
- 7 the use of laptops could result in withdrawal from peers?
- 8 the traditional approach to learning will die out?
- 9 finding information in a textbook can be quicker than on a laptop?
- 10 getting rid of textbooks would disadvantage some students?
- 11 students should own their laptops?
- 12 you cannot always depend on laptops?

	A	B	C	D	E	F
0	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<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"/>
3	<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"/>
5	<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"/>
7	<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"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Task 2

Questions 13-18

Read the text below.

For questions 13-18, choose the correct answer (A, B, C or D).

Mark your answer on the answer sheet.

Romantic Fiction

Sometimes when I'm in town with enough time on my hands, I like to pop into the nearest bookshop for a jolly good browse among the shelves. I could say it's a cheaper option than buying a cappuccino, or a more interesting one than catching up on my Facebook page, but the truth is I am, and always have been, a bibliophile, with broad tastes, which range from chick lit at one end of the scale, to more intellectual stuff at the other. However, I have noticed I am changing.

I like to start with highbrow culture, checking out the latest hardbacks from real authors of real literature. I studiously read the promotional descriptions on their jacket covers, and thumb through them, trying to form an impression, hoping that other browsers will appreciate how clever I am. But quite soon such serious books become rather heavy, with their complicated storylines and big ideas, and my back starts to ache, and I find myself moving towards the romantic fiction shelves.

At my stage of life, I find sitting down with a romantic novel is like joining a friend who is always interesting and reassuring. Yes, you can be exposed to suffering and heartache, but they don't belong to you, they are someone else's pain. And you know that, despite the obstacles, love will win out. It can be a shock returning to the real world after the delicious enjoyment of a story. Our own lives can seem disappointing by comparison.

So, is reading romantic fiction good or bad for us? This question was the topic of a two-part television documentary I read about recently. Numerous authors, psychologists, and media personalities warned of the dangers. Reading too much of it was likely to cause you to inhabit a land of fantasy, in which you too will find love, just like the characters in the stories. But personally speaking, I am a big fan of escapism. No matter how difficult our own lives might be, a good story can push all our troubles away. And the sales speak for themselves.

There are many ingredients in a good romantic novel. But most important for me is that the characters are easy for us to identify with. We want to be able to relate with what happens to them, which should reflect our own lives. What girl has not wanted to impress her boyfriend's parents? What girl has not kept a journal, recording her resolution to be friends only with sensible men? And who has not suffered the anguish of a relationship breaking down?

Many people say that women like romantic fiction because it's all the same, we know what we are going to get. But this ignores the variety within the genre, espionage, historical fiction, legal



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dramas, workplace dramas. Other people say we read romance because the male heroes are more considerate and attentive than the men in our real lives. And some are even of the opinion that we read such books because they don't make us think too much. Many of these views are patronising, and miss the mark. The point is that reading romantic fiction is the equivalent of eating a bowl of your favourite potato chips while watching your favourite programme on TV. It might not be nutritious but a part of you cannot resist it. And as noted earlier, the sales speak for themselves.

13 What does the author say in the first paragraph?

- A** She likes books.
- B** Social media bore her.
- C** She doesn't like wasting money.
- D** She is an intellectual.

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>

14 Why does the author begin browsing serious books?

- A** She likes the complicated storylines.
- B** She is fond of hardbacks.
- C** She enjoys reading the jackets.
- D** She wants to look smart.

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>

15 Why does the author like romantic novels?

- A** They are better than friends.
- B** They always have a happy ending.
- C** They make you feel heartache.
- D** They can be shocking.

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>

16 What does the author think about the effects of romantic fiction?


- A** They are equally good and bad.
- B** Reading romantic fiction can be dangerous.
- C** Escapism helps us put up with our lives.
- D** Romantic novels can help you find love.

A	<input type="checkbox"/>
B	<input type="checkbox"/>
C	<input type="checkbox"/>
D	<input type="checkbox"/>



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<p>17 What does the author say about the characters in romantic novels?</p> <p>A They should have ordinary experiences. B They should possess strong identities. C They should keep journals. D They should include some sensible men.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>18 According to the author, why is romantic fiction popular with women?</p> <p>A It is reassuringly familiar. B It is a pleasurable experience. C They like the male heroes. D They don't want to think too hard.</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
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Task 3

Questions 19-24

Read the text below.

For questions **19-24**, choose from the sentences **A-H** the one which best fits the gap.

There are **two** sentences that you do **not** need. Mark your answer on the answer sheet.

There is an example at the beginning (**0**).



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Manchester – a city never lost for words

According to *The Guardian*, New York might be the most linguistically diverse city in the world with over 800 languages spoken and Manchester might be in second place. (0) _____. This means many people are encouraged to go there for jobs and studies.

Manchester is famous for City and United, Coronation Street, world-renowned bands and famously inclement weather. And now it has another claim to fame: the city is arguably the most ethnically diverse in Europe. Linguists at the University of Manchester have discovered their city has a population that speaks at least 153 languages. (19) _____. Research conducted by professor Yaron Matras suggests the true figure could be even higher.

According to professor Matras, Manchester's language diversity is higher than many countries'. This is very likely to put it on top of the list in Europe due to many factors. (20) _____. As they continue flowing in, it's fair to say that this already large list is set to grow. With a population of half a million, Manchester is a fraction of the size of London, which has some 8 million inhabitants and also scores highly in terms of linguistic diversity.

The people of Manchester, described as "Mancunian" represent nearly every culture on the planet, census data reveal. Many of these residents strongly hold on to their family's heritage and culture. It is known that around two-thirds of Mancunian schoolchildren are bilingual. (21) _____. And there are also some rare languages spoken in the city: Chitrali from northern Pakistan, Konkani from western India, Dagaare from Ghana, and Uyghur from north-western China.

The city also attracts an increasingly large number of European citizens. According to the linguists, because of EU enlargement and the access granted to new EU citizens, language diversity in Manchester is more dynamic than most cities. Melbourne, for example, is famous for its many languages. (22) _____. New York, on the other hand, is significantly larger in size and has been attracting immigrants for as long as Manchester, so its diversity is probably greater.

The past decade has seen a very noticeable change in the population of England and Wales, with the foreign-born population increasing. (23) _____. Labour's leader, Ed Miliband, said that to build one nation, everyone in Britain should know how to speak English and that should be expected of people that come to Britain. Under proposals floated by Labour, the ability to speak English would be mandatory in a greater number of public sector jobs. But Matras's research suggests something else about the census. (24) _____. And it is still growing.

Grasping the scope of the city's diversity has important implications. All aspects of city life, from education to health care, require sensitivity to the particular needs of individuals. Good communication is the key and professor Matras's team has been working closely with local authorities and schools to advise on the language needs of the city.



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- A** This has consequently prompted concerns about assimilation.
- B** The most important ones are immigration and the arrival of overseas students to the city.
- C** It may have substantially underestimated the number of multilingual households across the UK.
- D** However, it is still less diverse than Manchester as it tends to have very established communities.
- E** It could have helped to forge the city's linguistic and cultural diversity.
- F** This fact makes it one of the world's most diverse places linguistically.
- G** It is much more active in responding to language needs at the level of public services.
- H** This huge ratio indicates just how deeply rooted and firmly established its linguistic culture is.
- I** **It is the seventh most populous city in the UK and it has been booming over recent years.**

	A	B	C	D	E	F	G	H	I
0	<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 checked="" type="checkbox"/>
19	<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"/>
20	<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"/>
21	<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"/>
22	<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"/>
23	<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"/>
24	<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"/>

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Reading Paper

Task 4

Questions 25-32

Read the text below.

For questions **25-32**, choose the answer (**A**, **B**, **C** or **D**) that best completes each sentence.

Mark your answer on the answer sheet.

There is an example at the beginning (**0**).

Columbo – a TV series

When you first saw him, Lieutenant Columbo looked like a vagabond that had just come (**0**) _____ the street. With his rumpled raincoat, this disarmingly polite homicide detective seemed to chomp on the same short cigar on a (**25**) _____ basis. His hair was always messy and his facial expression a mix of curiosity and contempt. (**26**) _____, beneath this faintly comical exterior was probably the most dogged investigator in the Los Angeles Police Department.

Columbo was often (**27**) _____ on to investigate high profile murders that involved the rich and famous. At first, cunning murderers were often amused by him, distracted by his mannerisms and apparent air of confusion, which let their defence down. His trademark was to tell them that he was done with his investigation, then he (**28**) _____ move towards the door, turn back and say, "Oh, just one last question". And you can bet that's the question they were sure he wouldn't (**29**) _____. In one moment, they go from being certain they'll (**30**) _____ away with their crime to knowing they've been caught!

Lieutenant Columbo's wife (**31**) _____ a very important role but she was never seen. Columbo was always talking about things his wife (**32**) _____ told him or what little chore she wanted him to do on his way home.

0

- A** off
- B** on
- C** of
- D** from

- | | |
|----------|--------------------------|
| A | X |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |

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01


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25 A day after day B day by day C day D daily	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
26 A However B Indeed C Furthermore D Despite	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
27 A put B asked C called D told	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
28 A should B would C could D will	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
29 A be asking B have been asking C be asked D have been asked	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>
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<p>30</p> <p>A go B come C turn D get</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>31</p> <p>A did B acted C played D made</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>32</p> <p>A had B has C have D having</p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>
<p>ENG A IK-1 D-S044</p> <div data-bbox="1294 1980 1453 2119"><p>01</p></div>	

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Reading Paper

Task 5

Questions 33-40

Read the text below.

For questions **33-40**, write **one** word that best completes each sentence.

Write your answer on the lines **below** the text.

There is an example at the beginning **(0)**.

Seed Bank

Svalbard Global Seed bank was built to provide a backup system for storing and safeguarding samples of the **(0)** _____ agricultural seeds. It contains 4.5 million different seed samples from all over the world, ensuring that bio diverse plant life can be restored in the event **(33)** _____ a great natural disaster or manmade catastrophe.

The vault is secured against most threats, even extremely drastic ones **(34)** _____ as asteroids and nuclear bombs. Due to its location deep within the permafrost mountain, the temperature here never exceeds minus four degrees Celsius **(35)** _____ if there's a power cut and subsequent cooling system failure. Power cuts **(36)** _____ actually occur some time ago when rainwater from a storm made its way into a transformer.

The seeds lying in the deep freeze of the vault include wild and old varieties, many of **(37)** _____ are not in general use any more. A lot of them don't exist outside of the seed collections they are **(38)** _____ of. But the genetic diversity contained in the vault could provide the DNA traits needed to develop new strains **(39)** _____ whatever challenges in the future. This is particularly important with the challenges of climate change. "Not too many think about crop diversity **(40)** _____ something so fundamentally important, but it is. It is by no means less important than water or air", claim the scientists.

0 _____ **world's** _____

33 _____

34 _____

35 _____

36 _____

37 _____

38 _____

39 _____

40 _____



Празна страна

