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Идентификациона  
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ПАЖЉИВО НАЛЕПИТИ

# ЕНГЛЕСКИ ЈЕЗИК

ВИШИ НИВО

ИСПИТ ЧИТАЊА

(Reading Paper)

ENG A IK-1 D-S010

ENG A.10.SR.R.K1.16



# Енглески језик

Празна страница

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## УПУТСТВА

Пажљиво следите сва упутства.

Не окрећите страницу и не решавајте испит док то не одобри дежурни наставник.

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

Испит траје 70 минута без прекида.

У делу у којем се испитује читање од Вас се очекује:

- да у задацима повезивања сваком делу питања означеним бројем придружите одговарајући део одговора означеним словом (задаци 1 и 3)
- да у задацима вишеструког избора између четири понуђена одаберете један одговор (задаци 2 и 4).

Одговоре обавезно препишите на лист за одговоре.

- У задатку допуњавања допуните празнине одговарајућим речима (задатак 5).

Одговоре упишите на предвиђено место у испитној књижици и не преписујте их на лист за одговоре. Пишите јасно и читко.

Кад решите испит, проверите одговоре.

Желимо Вам пуно успеха!

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

Ако сте погрешили приликом писања одговора, исправљате овако:

а) задатак затвореног типа

Добро



Исправљање погрешног уноса



Лоше

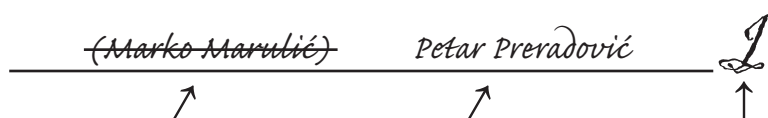


Преписани тачан одговор



Параф (скраћени потпис)

б) задатак отвореног типа



Прецртан нетачан одговор у заградама

Тачан одговор

Параф (скраћени потпис)

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# Енглески језик

## Reading Paper

### Task 1

#### Questions 1-12

You are going to read an article in which people talk about sports instructors they knew. 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).

#### Sports Instructors

Most of us had sports instructors at school. Can you remember them? We asked some people to tell us their memories of their sports instructors.

#### A Alan

Mr Evans, the rugby teacher, was a former member of the military. He was an extremely fit person and demanded exactly the same of everyone who was in the team. Our training sessions were a total nightmare, as he would push us to the limit. It was a really punishing schedule. Nevertheless, all the effort eventually paid off. We went from being completely rubbish to being one of the top teams in the area, which demonstrates what an effective coach he was.

#### B Bella

Mrs Campbell was near retirement age. Not only that, but she also had a bad leg which made her walk rather awkwardly. We thought it was hilarious when we found out that she was going to be our squash teacher. However, she was a truly amazing person. Her example inspired me to study to become a physical education teacher. I remember that she always used to bring fruit for us to eat after matches, which was a nice touch.

#### C Chris

I will always remember my old handball coach at primary school. He had us playing systems that nobody else had used for decades and our physical workouts always left us short on stamina. It was no wonder that we got thrashed every week. Some of the kids' parents used to get really angry with him. Sometimes he would make small alterations in response to their criticisms, but it would never last for long. Amazingly, he even had a coaching certificate.

#### D Dora

I played quite a bit of sport when I was a kid. One of the things that I used to do was table tennis training. My trainer was absolutely brilliant at showing us how to play all the various shots. It was from her that I learnt all about the vital role played by nutrition in sport. She wanted me to turn professional. She said that she thought I could go far in the sport. However, Mum, who had the final say, insisted I went to university to study medicine.

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## Reading Paper

**E Ed**

Our basketball coach had a really big job on his hands, because at our school basketball was definitely a minority sport. He was influenced by foreign trainers in his thinking and liked to try out the latest strategies. One of the most interesting things about him was that he expected us to get good marks in our school studies too. If we didn't, we would be off the team. This is because he wanted us to make the greatest possible progress not only as players but also as individuals.

**F Florence**

The hockey trainer was desperate to win at all costs. She would get mad and yell at us if we didn't, which admittedly wasn't that often. She treated us as if we were soldiers and she was the commanding officer. It wasn't what we had expected. Sometimes, we even had to stay behind and pick up litter if we had lost a match. At one point, her unpopularity was so great that some of the players threatened to report her to the principal. She calmed down a bit after that.

**Which person talks about a sports instructor who...**

- 0 used to be in the armed forces?
- 1 taught them about eating healthily?
- 2 had poor results?
- 3 would punish players for defeats?
- 4 was better than expected?
- 5 thought subject grades were equally important?
- 6 emphasised physical condition?
- 7 taught a sport where it wasn't popular?
- 8 used out-of-date tactics?
- 9 had an influence on their career?
- 10 was good at demonstrating what to do?
- 11 was forced to change their approach by the players?
- 12 brought about a dramatic improvement in results?

	A	B	C	D	E	F
0	X					
1						
2						
3						
4						

	A	B	C	D	E	F
5						
6						
7						
8						

	A	B	C	D	E	F
9						
10						
11						
12						

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# Енглески језик

## Reading Paper

### Task 2

#### Questions 13-18

Read the article about giving to charity. For questions **13-18**, choose the correct answer (**A, B, C** or **D**). Mark your answer on the answer sheet.

### Giving to Charity

My first encounter with giving to those in need occurred at secondary school. Once a week, our form teachers would hold a collection for a particular charity as part of our civic duty. None of the kids in my class were opposed to this and we contributed willingly enough, unlike certain older kids in the school who rebelled against it. Each week, the head teacher would even announce which class had raised the most. This led to a certain competitiveness among the younger forms. Combined with the fact that nobody ever knew who or what they were donating to, this made the whole exercise rather questionable, in my view. I understand that even now, twenty years later, the practice continues at the school.

At university, I became more politically and socially aware. In particular, I was struck by the numbers of homeless people on the capital's streets and readily responded to requests from outstretched hands, regardless of the fact that there was a good chance that the money would go on alcohol or worse. I found it distressing that such poverty and hopelessness existed side by side with tremendous wealth. I realised my actions had little influence on the overall picture, but I didn't want to turn my back on what I saw, which is precisely what so many of my fellow citizens were prepared to do.

Of course, other, more formal, ways of being charitable exist, such as paying a monthly sum from your bank account to a nominated cause. Charities normally ask for small sums like five euros a month. This shouldn't be a problem, although one of my friends couldn't say no and discovered that she was making ten such monthly payments! Unbelievably, she hadn't noticed there were so many until her financial advisor pointed it out. Though the individual amounts concerned were hardly large ones, they soon built up. Initially, she wanted to maintain the payments, though she was eventually persuaded to cease half of them.

Another popular means of giving to those in need is via charity shops. My particular favourite is a charity bookshop near where I live. The reason for this is that although most of the books are second-hand, some are unsold stock, which differentiates such stores from regular second-hand bookshops, especially since the prices are similar. There is a decent range too.

Naturally, the question arises of how effective giving to charity is. Cynics argue that no good ever comes of it, as the same problems reoccur. Others point out that funds often end up in the wrong hands, as witnessed in several cases involving aid to other countries. Such views are short-sighted. Firstly, cases of corruption are very much the exception rather than the rule. In addition, one only has to look at medical advances to see how donations can be put to good use.

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So what does the future hold? Will economic progress reduce the demand for charities and their work? Unfortunately, the response is almost certainly a negative one. It is also hard to imagine there will be a significant rise in the sums donated. What will probably be seen, however, is charities being run along the lines of top companies in order to form successful partnerships with governments. The local volunteer-run charity shop is sure to become a thing of the past.

**13** How did the author feel about the school charity collection?

- A** Sceptical.
- B** Annoyed.
- C** Enthusiastic.
- D** Obligated.

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

**14** What upset the author most about beggars asking for money?

- A** The indifference of the public.
- B** The fact they would misuse it.
- C** The injustice of the situation.
- D** The feeling it made no difference.

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

**15** The unusual thing about the donations of the author's friend is that

- A** she didn't know she was donating to so many charities.
- B** some of the monthly payments were big ones.
- C** she is still donating to all the charities concerned.
- D** the number of charities involved was very large.

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

**16** For the author, the advantage of charity shops over second-hand shops when buying books is that

- A** they are cheaper.
- B** they provide a wider selection.
- C** the money is going to a better cause.
- D** they have new books.

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

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<p><b>17</b> What is the author's main point in paragraph five?</p> <p><b>A</b> Funds given to charity can be misused. <b>B</b> On the whole, giving to charity is a good thing. <b>C</b> Giving to charity does not really change anything. <b>D</b> We should concentrate on charities in our own country.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
<p><b>18</b> What prediction does the author make about charities?</p> <p><b>A</b> There will be less need for them. <b>B</b> Public donations to them will increase. <b>C</b> Governments will do more of their work. <b>D</b> They will become more professional.</p>	<p><b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/></p>
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# Енглески језик

Reading Paper

## Task 3

### Questions 19-24

You are going to read an article about planning a mountaineering expedition.  
Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which best fits each gap (**19-24**). Mark your answer on the answer sheet.  
There are two letters which you do not need.  
There is an example at the beginning (**0**).



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## Reading Paper

### Getting to the top – and back

Naturally, you need to prepare yourself physically, so you can be confident that you will not let either yourself or the rest of the team down. (0) I. You have to be positive, but not overconfident. However, no matter how mentally and physically ready you are, you must not set foot on the mountain without a plan.

When leading an expedition to conquer a high mountain, it is essential to plan well in advance. (19) \_\_\_\_\_. The greater the detail, the lower the possibility that something is left out, which might make the difference between life and death. And you should aim not only to ensure that everything will go all right but also to cover situations when things go wrong.

And you can be sure that things will go wrong. There can be a sudden change in the weather, or a member of the team might be injured or taken ill, or a rockfall or avalanche entails a change of route. (20) \_\_\_\_\_. Basically, it acts as a reference point so you don't lose your way, either literally or metaphorically.

When things go so wrong that you need a change in plan, don't take it solely upon yourself to make the change. (21) \_\_\_\_\_. This way, it gets discussed from all angles. You need the team to see how best to revise the plan to suit the new situation.

Naturally, you can't do everything yourself. You need to be able to rely on your team. (22) \_\_\_\_\_. Everyone is expected to act according to the plan and not "do their own thing". But this doesn't mean that the team members should act like robots. They need to be flexible, to react appropriately to unplanned developments. After all, there's no point following a plan that's leading to failure.

And there are many reasons why a plan can fail. The plan can't cover every detail, no matter how hard you try. It's unrealistic to think otherwise. (23) \_\_\_\_\_. A safe return is imperative. The plan that successfully gets everyone to the top of the mountain but doesn't get them back is a failure.

However, while the team leader needs to ensure the plan is as good as can be, he must not neglect the members of the team. When you see photos of people on a mountain peak, you can be sure that they probably wouldn't have been able to get there without a detailed plan. (24) \_\_\_\_\_. Therefore, at every stage in the planning process, you need to focus not just on the details of the plan but particularly on the people who will carry it out.

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- A** It is essential to involve everyone in dealing with the problem.
- B** As they say, we need to expect the unexpected.
- C** However, you must always keep the final aim in mind, and be careful how you define it.
- D** With it, you can monitor that you're keeping up with deadlines and that you're where you're meant to be at this point.
- E** This is when it is crucial to have a detailed plan to refer to.
- F** After all, it is a dangerous exercise and your team members' lives are at stake.
- G** With a plan, there's a much reduced need for the leader to tell everyone what to do.
- H** However, they can ruin the best of plans.
- I** **And you also need to prepare yourself mentally.**

	A	B	C	D	E	F	G	H	I
0									X
19									
20									
21									
22									
23									
24									

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# Енглески језик

## Reading Paper

### Task 4

#### Questions 25-32

You are going to read a text about lighthouses.  
For questions **25-32**, choose the answer (**A**, **B**, **C** or **D**) that best fits each space.  
Mark your answer on the answer sheet.  
There is an example at the beginning (**0**).

#### Lighthouses – from navigation aids to holiday homes

A lighthouse is a tower designed to **(0)** B light from a system of lights and lenses. Lighthouses are mainly used to warn ships **(25)** \_\_\_\_ from treacherous shores and to mark safe entries to harbours. The most famous lighthouse **(26)** \_\_\_\_ is the Lighthouse of Alexandria, which was built between 280 and 247 BC on the island of Pharos in Hellenistic Egypt.

Today, lighthouses are not as essential to navigation **(27)** \_\_\_\_ they used to be due to the use of modern electronic navigational aids. In addition, their maintenance cost is high. As a result, the number of operational lighthouses has **(28)** \_\_\_\_ considerably. However, numerous non-governmental organisations have been established with a view to **(29)** \_\_\_\_ them from neglect. Many historic lighthouses are now used for commercial **(30)** \_\_\_\_ and are maintained as tourist attractions.

Today, lighthouses are often popular travel destinations. If you are ready to **(31)** \_\_\_\_ the challenge, you can holiday in a lighthouse in a remote location where you are entirely alone. However, some lighthouses are located **(32)** \_\_\_\_ popular tourist resorts where you can enjoy all the benefits of modern civilization. But wherever the lighthouse is, you can be sure of having a great view!

**0**

- A** provide
- B** emit
- C** cast
- D** have

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

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# Енглески језик

## Reading Paper


<b>25</b>  <b>A</b> aside <b>B</b> straight <b>C</b> apart <b>D</b> away	<b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/>
<b>26</b>  <b>A</b> still <b>B</b> yet <b>C</b> ever <b>D</b> once	<b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/>
<b>27</b>  <b>A</b> how <b>B</b> as <b>C</b> when <b>D</b> where	<b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/>
<b>28</b>  <b>A</b> declined <b>B</b> failed <b>C</b> deteriorated <b>D</b> descended	<b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/>
<b>29</b>  <b>A</b> save <b>B</b> be saving <b>C</b> saving <b>D</b> having saved	<b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/>
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## Reading Paper

<b>30</b>  <b>A</b> objectives <b>B</b> goals <b>C</b> purposes <b>D</b> intention	<b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/>
<b>31</b>  <b>A</b> encounter <b>B</b> face <b>C</b> front <b>D</b> defy	<b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/>
<b>32</b>  <b>A</b> close <b>B</b> next <b>C</b> by <b>D</b> near	<b>A</b> <input type="checkbox"/> <b>B</b> <input type="checkbox"/> <b>C</b> <input type="checkbox"/> <b>D</b> <input type="checkbox"/>
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# Енглески језик

## Reading Paper

### Task 5

#### Questions 33-40

Read and complete the text below.

Fill each space (33-40) with **one** word. Write your answer **only** here in this exam booklet.

There is an example at the beginning (0).

### Reaching for the Stars

The line “*to boldly go where no man has gone before*” is known not only to the dedicated *trekkies* but also to many television viewers (0) \_\_\_\_ the world. It was spoken at the beginning of every episode of Star Trek.

Mankind has always been attracted to the mysteries of space. Last century, this attraction grew into a space race between the former Soviet Union and the United States, which reached (33) \_\_\_\_ culmination in the moon landing in 1969. Today, however, there is a new space race (34) \_\_\_\_ of us. It's a race among commercial spaceflight companies to rocket the first paying passengers into space.

Collaboration between scientists and private companies has opened up the opportunity for commercial space flights, (35) \_\_\_\_ will be technically feasible within five years. Tourists will be paying \$200,000 for a four-minute suborbital flight. You might wonder who can afford this, (36) \_\_\_\_ for the immensely rich. However, a large (37) \_\_\_\_ of deposits of \$20,000 a seat have already been made. Space tourism could (38) \_\_\_\_ out to be highly profitable for companies offering trips into space. It's astonishing how quickly investors gather when (39) \_\_\_\_ is money to be made.

It seems that (40) \_\_\_\_ of reaching for the stars, mankind will be reaching for big money.

0 across

33

34

35

36

37

38

39

40

1 бод (попуњава оцењивач)

33

34

35

36

1 бод (попуњава оцењивач)

37

38

39

40

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# Енглески језик

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