



Шифра ученика: |

Укупан број бодова: |

Република Србија

МИНИСТАРСТВО ПРОСВЕТЕ

ЗАВОД ЗА ВРЕДНОВАЊЕ КВАЛИТЕТА ОБРАЗОВАЊА И ВАСПИТАЊА

школска 2022/2023. година

ЕНГЛЕСКИ ЈЕЗИК

ТЕСТ ПРОВЕРЕ ПИСМЕНОСТИ ИЗ СТРАНОГ ЈЕЗИКА ЗА СЕЛЕКЦИЈУ УЧЕНИКА
ЗА ТРЕЋИ РАЗРЕД ГИМНАЗИЈЕ ПО ИБО ПРОГРАМУ
ЗА ШКОЛСКУ 2023/2024. ГОДИНУ

УПУТСТВО ЗА РАД

- За решавање теста предвиђено је **120 минута**.
- Задатке не мораш да радиш према редоследу којим су дати.
- Коначне одговоре напиши **хемијском оловком**. Током решавања задатака можеш да користиш графитну оловку, резач, гумицу и празан папир за радну верзију састава.
- Ако пишеш радну верзију састава на папиру, потребно је да састав препишеш хемијском оловком у предвиђен простор у тесту. Овај папир предајеш заједно са тестом.
- Не признају се одговори који су написани графитном оловком, као ни одговори који су прецртани и исправљани.
- Ако завршиш писање састава раније, предај тест и тихо изађи.

Желимо ти много успеха на пријемном испиту!

* Тестове, као ни делове тестова, није дозвољено умножавати нити јавно објављивати без претходне сагласности Министарства просвете.

PART 1 – Grammar and vocabulary

TASK 1 Read the text below and think of the words which best fit the gap. Use **ONE** word only in each gap.

I came suddenly awake early the next morning. I didn't know exactly where I was, only that I wasn't where I should be, and that something was wrong. I was hiding. Someone was after me.

I was curled up in a corner of a small room. I lay on my blanket and I was wrapped in my cloak. This was an inn... it slowly came (1) _____ to me.

I came to my feet, stretching very carefully (2) _____ as not to make my wound worse. I picked (3) _____ my travel sack and lute and headed downstairs. I had some planning to do, but before that, I needed some breakfast and a bath.

(4) _____ the fact that I had a late night, I still felt refreshed in the morning. I had a bath. (5) _____ cleaning myself up, I felt almost human again.

A plate of eggs, a couple of sausages, and some fried potatoes later, I felt I could begin to think rationally about my situation. It's amazing (6) _____ much easier it is to think productively (7) _____ your belly is full. I was (8) _____ longer worried that hired killers were going to attack me. Still, I was sitting with my back to the wall with a good view (9) _____ the door. My hard-won instincts were urging me to run. Leave this place. But I couldn't. I had too much invested here. If (10) _____ else, I had my studies to take care of.

Adapted from *The Name of the Wind*, Patrick Rothfuss

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TASK 2 Read the sentences below, decide which answer (a, b, c or d) fits each gap best, then circle the correct answer.

1. I knew I was going to do this test well because I studied so hard for it, _____ I wouldn't have taken it.
 a) nevertheless b) otherwise c) meanwhile d) whereas

2. Her mother told her she always had to remember _____ to her first concert, because that was such an amazing experience.
 a) to have gone b) to go c) go d) going

3. George is a good guy, he _____ you a hand if he _____ the time, but he's just swamped at work at the moment.
 a) would lend/ had b) will offer/ had had c) will lend/ had d) would offer/ had had

4. Arthur Conan Doyle, _____ was a famous author, was also a doctor.
 a) which b) that c) who d) whom

5. "You _____ study," said her teacher, "or I'll have to call your parents."
 a) would rather b) had better c) should better d) had rather

6. John's always bragging about his achievements, but this time he's overdone it. He _____ a hundred-meter race in under ten seconds – that's the world record for top athletes!
 a) must have run b) should have run c) can't have run d) must run

7. His plan seemed good _____, but it just didn't turn out the way it was supposed to.
 a) in theory b) as it gets c) to be true d) to the naked eye

8. Our new employee didn't _____ our _____, so we had to let him go.
 a) reach/ expectation b) cater to/ expectation c) bring/ expectations d) meet/ expectations

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TASK 3 Read through this text. Then use the word given below to form a word which fills the gap. An example is given.

Job-leaving interviews

In case you have made a (0) decision to leave your job, you may think that handing in your letter of (1) _____ would be enough, but it actually isn't. Namely, an increasing number of companies, nowadays, conduct job-leaving interviews with the resigning staff.

For the (2) _____, this may feel like an ideal opportunity to rant and rave about every little (3) _____ that has bothered them since they started working. However, (4) _____ in mind that they would probably still need a (5) _____ from their soon-to-be former employers, it would be best to avoid getting angry or emotional, and just answer questions as (6) _____ as possible.

For employers, this exit interview is a rare chance to gather some (7) _____ information about the way the staff perceives the company. It is highly (8) _____ that the existing workers would (9) _____ their real feelings about the company, as this might damage their chances of promotion. On the other hand, someone who has already resigned would probably be more (10) _____ when giving their opinion.

0. decide	4. bear	8. like
1. resign	5. refer	9. close
2. employ	6. profession	10. truth
3. annoy	7. value	

	2.5
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TASK 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in bold. Do not change the word given. You must use between **two and five** words including the word given.

1. Peter hasn't heard from his uncle in America for over three years. (**MORE**)
It's been _____ Peter heard from his uncle in America.
2. Everyone says that the band is planning to go on a world tour next year. (**SAID**)
The band _____ planning to go on a world tour next year.
3. I will never forget that he helped me finish the work. (**REMEMBER**)
I will _____ me finish the work.
4. Have you ever participated in online computer games? (**PART**)
Have you ever _____ online computer games?
5. Jenny left home very early because she wanted to be sure she would catch the train. (**ORDER**)
Jenny left home very early _____ miss the train.
6. She hadn't slept for two days and therefore wasn't able to focus. (**HAVING**)
_____ for two days, she wasn't able to focus.
7. Tom arrived late because he had missed the 9 o'clock bus. (**TURNED**)
If Tom had caught the 9 o'clock bus, he _____ on time.
8. It's a pity you have to leave so early. (**ONLY**)
_____ have to leave so early.

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PART 2 – Reading comprehension

TASK 5 Read the following text and then answer the questions below. For questions 1-4 circle the right option (a, b, c or d) and for questions 5 and 6, write full answers.

Cultural expectations and leadership

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon realised that managing her new team would be a challenge.

Despite their friendliness, Gabriela didn't feel respected as a leader. Her new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her. When she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is perceived in different cultures. In her previous work environment, Gabriela was used to a high-power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, what leaders do, among other things, is make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders also act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to be asked for their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom. When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realised that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt their way of working. Gabriela was then able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

Source: www.britishcouncil.org

READING COMPREHENSION:

- 1. Gabriela was frustrated with her team in Sweden because...
 - a) they refused to show enough respect to her as a leader.
 - b) they did not see her as an authority figure.
 - c) they constantly and deliberately questioned her decisions.
 - d) she was used to a different, hierarchical management style.

- 2. Gabriela's manager in Sweden...
 - a) was not able to help her solve the communication problem she had.
 - b) gave her guidelines and suggestions, without offering ready-made solutions.
 - c) did not handle the situation properly.
 - d) was vague because he did not want to step in and deal with the problem.

- 3. A high-power distance culture means...
 - a) that managers make all the decisions regardless of the consequences.
 - b) that employees are oppressed and do not have democratic rights.
 - c) that employees show lots of respect to a person of authority and accept their own role.
 - d) that challenging the manager in the decision-making process is not allowed.

- 4. Working in a low-power distance culture means...
 - a) that power is distributed more equally and all employees can participate in decision-making.
 - b) that there is no hierarchy and that all employees take equal responsibility.
 - c) that leaders only act as coaches and motivate their subordinates to come to decisions.
 - d) that managers are not supposed to take control and tell their team what to do.

- 5. What does it mean that the leaders in one of the above-mentioned power structures act as coaches?

6. What was the crucial step Gabriela took that led to overcoming the issue she had with her Swedish team?

PART 3 – Writing**TASK 6** Do one of the two given writing tasks (word limit: 180-200 words):**1. Write a story:**

You have decided to enter a short story competition in your school. The story must begin with the following sentence: **Susan felt unusually nervous as James approached her...**

Your story must include:

- a lake
- a secret

- **Introduction:** Set the scene, introduce the main characters, state where and when the story took place, and describe the protagonists' emotions.
- **Body paragraphs (2-3):**
 - Describe incidents leading up to the main event, build up tension. Use various descriptive adjectives and adverbs to make the story more interesting.
 - Describe the climax event. Use powerful language to make an impact.
- **Conclusion:** Wrap up your story by describing what happened in the end, and how the characters felt.

2. Write a letter of complaint:

You purchased a black coat from H&M online clothing store in Belgrade on March 15, 2023. You received the product yesterday and, apart from it taking too long to arrive, the size is smaller than the one you ordered and the lining is torn on the right side. You tried filing a return request but you could not go through with it because of a technical issue with the page, so you decided to write a letter instead. Address your letter to Mr John Stevens, head of the customer service department at H&M.

- **Paragraph 1:** Address why you are writing the letter and what your exact complaint is. Include all important facts about your purchase and all information you can give about the product and service.
- **Paragraph 2:** Explain the seriousness of the problem, state what outcome or remedy will satisfy you and how long you are willing to wait. Also, state what you are prepared to do if they fail to resolve the issue.
- **Paragraph 3:** State which documents you have attached that might serve as proof.
- **Paragraph 4:** Finish the letter respectfully, thank the recipient, and let them know how and when they can reach you. Include closing remarks and a formal sign-off.

Напомена: Ученици НЕ попуњавају ову страну!

Комисија:

1. _____

2. _____

3. _____

Контролор:

4. _____

Школа	
Место	
Презиме и име ученика	