

## О ЗБИРЦИ ТЕСТОВА

Намена ове збирке јесте да се будући студенти филологије упознају са тестом из енглеског језика на пријемном испиту за групу за Енглески језик и књижевност на Филолошком факултету у Београду. Збирка садржи једанаест тестова са којима су кандидати имали прилику да се сусретну у периоду од 2009. до 2019. године.

Сваки тест састоји се из четири дела:

I *Grammar and vocabulary* – садржи двадесет задатака, делом у облику контекстуализованог теста, а делом у облику изолованих реченица са циљем да се тестирају граматичке и лексичке јединице описане у програму. Сваки задатак прате четири понуђена одговора (*multiple choice*) од којих кандидат бира један за који сматра да је тачан одговор.

II *Reading comprehension* – састоји се од два некњижевна текста са укупно десет питања са циљем да се провери разумевање прочитаног текста. Кандидат се опредељује за један од четири понуђена одговора за сваки задатак.

III *Listening comprehension* – има за циљ да провери разумевање одслушаног материјала у облику два одвојена излагања. Кандидат се опредељује за један од четири понуђена одговора за сваки од десет задатака у овом делу теста.

IV *Writing* – у овом делу од кандидата се очекује да напише кратак есеј или писмо на задату тему чији је контекст прецизно описан. Такође су дате и јасне смернице о томе који елементи морају бити укључени у састав.

У овој збирци, пре тестова дат је програм за припрему пријемног испита, а на крају сваког теста налазе се решења која служе како би се проверио степен успешности.

## ПРОГРАМ ЗА ПРИПРЕМУ ПРИЈЕМНОГ ИСПИТА ИЗ ЕНГЛЕСКОГ ЈЕЗИКА

Именице: множина именица (правилна и неправилна); врсте именица према граматичком значењу; слагање именица са глаголом у броју; генитив (саксонски, нормански, двоструки); грађење именица: префиксима, суфиксима; сложенице; деминутиви; род именица; састав именица.

Заменице: личне, присвојне, показне, повратне, неодређене, одричне, упитне, релативне.

Чланови: одређени и неодређени члан, облици и употреба.

Придеви: поређење придева (правилно и неправилно); грађење придева суфиксацијом и префиксацијом; партиципни придеви; неодређени придеви (*some, all, each, both...*); придеви у именичкој функцији (*the rich, the privileged...*), предикативна употреба придева (*his hair turned white, he was short...*).

Бројеви: прости, редни; употреба бројева у именичкој функцији (*hundreds, millions...*).

Предлози: облици и употреба.

Прилози: поређење прилога (правилно и неправилно); састав прилога; грађење прилога суфиксацијом и префиксацијом.

Глаголи – облици и употреба: сва времена индикатива (прости, прогресивни и перфективни облици), упитни и одрични облици. Инфинитиви, партиципи и герунди; пасивне конструкције (са директним и индиректним објектом); помоћни и модални (непотпуни) глаголи; узрочно и искуствено *have*; коњунктив; императив; састав глагола; фразни, предлошки и фразно-предлошки глаголи. Егзистенцијално *there is/are*.

Индиректан говор. Слагање времена.

Ред речи. Инверзија. Место прилошких одредби. Место директног и индиректног објекта.

Сложене реченице: именичке, релативне и прилошке клаузе. Кондиционалне реченице – реалне, потенцијалне, иреалне. Упитне фразе (*question tags*). Везници.

## ЛИТЕРАТУРА ЗА ПРИПРЕМУ ПРИЈЕМНОГ ИСПИТА ИЗ ЕНГЛЕСКОГ ЈЕЗИКА:

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10. Светлана Миливојевић-Петровић: *English Practice Tests – for Higher-Level Students*, Креативни центар, Београд, 2008.
11. Raymond Murphy: *English Grammar in Use – A Self-Study Reference and Practice Book for Intermediate Students of English*, Cambridge: Cambridge University Press, 1991.
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ENTRANCE EXAM JUNE 2019**

**1. GRAMMAR AND VOCABULARY (30 minutes)**

**I - Read the whole text carefully, choose the correct answer, and mark it on your answer sheet:**

Ferguson had thought he was smitten with Linda, but after (1) \_\_\_\_\_ her throughout the fall and winter, determined to win her affections, he had (2) \_\_\_\_\_ to the conclusion that not only (3) \_\_\_\_\_ but that he didn't love her. After weeks of effort, Ferguson had finally persuaded her to say yes (4) \_\_\_\_\_ on one of his trips to Manhattan. The plan was simple: lunch at the restaurant, and then a couple of hours in the dark watching a film, and if, during the course of the film, Ferguson (5) \_\_\_\_\_ to hold Linda's hand, so much the better. It turned out to be a gloomy day, colder than they (6) \_\_\_\_\_ for that time of the year, but nothing about early spring was ever normal, Ferguson said, as they (7) \_\_\_\_\_ forming on the sidewalk, and he was sorry about the rain, he continued, but it wasn't really his fault, since he had written a letter to Zeus last week (8) \_\_\_\_\_ sunny weather, and how could he have known they were in the middle of a month-long postal strike (9) \_\_\_\_\_? Linda laughed at the silly remark, which seemed to suggest they were (10) \_\_\_\_\_ to a promising start, but then they boarded the train. The dirt and noise of big-city life filled her with an instinctive revulsion, as if she (11) \_\_\_\_\_ a bad smell and she suddenly felt sick to her stomach. She couldn't help it, Ferguson repeated to himself, and therefore she couldn't be blamed. While (12) \_\_\_\_\_ 57th Street, he wondered (13) \_\_\_\_\_ once they entered the theatre and settled in to watch the film.

(Based on: *4321*, Paul Auster)

- |   |   |  |
|---|---|--|
| 1. A. picking<br>B. persecuting<br>C. prosecuting<br>D. pursuing  | 6. A. should have wished<br>B. would wish<br>C. should wish<br>D. would have wished                             | 11. A. were breathing in<br>B. has breathed in<br>C. would breathe in<br>D. is breathing in  |
| 2. A. arrived<br>B. drawn<br>C. come<br>D. reached  | 7. A. had avoided the puddles<br>B. avoided the puddles<br>C. had avoided the poodles<br>D. avoided the poodles | 12. A. guiding her along the<br>B. having guided her along the<br>C. guiding her along<br>D. having guided her along               |
| 3. A. she didn't love him<br>B. did she not love him<br>C. she hadn't loved him<br>D. had she not loved him | 8. A. asking for a<br>B. asking for<br>C. requesting for a<br>D. requesting for                                 | 13. A. would her spirits improve<br>B. if her spirits would improve<br>C. would her spirits raise<br>D. if her spirits would raise |
| 4. A. to accompany him<br>B. to accompanying him<br>C. to make him company<br>D. to making him company      | 9. A. at Mount Olympus<br>B. at the Mount Olympus<br>C. on Mount Olympus<br>D. on the Mount Olympus             |  |
| 5. A. was able<br>B. is able<br>C. would be able<br>D. will be able   | 10. A. about<br>B. down<br>C. off<br>D. on  |  |

**II - Choose the correct answer and mark it on your answer sheet:**

14. He left the company he \_\_\_\_\_ been founded.  
A. has been working for since it had  
B. had been working for since it has  
C. had been working for since it had  
D. has been working for since it has
15. The wolves, \_\_\_\_\_ in the area, have gone now.  
A. who were seen roam  
B. which were seen roaming  
C. who were seen roaming  
D. which were seen roam
16. It was very kind of you to get me something for my birthday, but you \_\_\_\_\_ me such an expensive present.  
A. didn't need buying  
B. needn't buy  
C. needn't have bought  
D. hadn't needed to buy
17. They are interested in \_\_\_\_\_ achievement.  
A. parents' views on student  
B. parent's views on student's  
C. parents' views on student's  
D. parent's views on student
18. I have already made it clear where my sympathies \_\_\_\_\_.  
A. lay and have always laid  
B. lie and have always lied  
C. lay and have always lied  
D. lie and have always lain
19. What would you suggest \_\_\_\_\_ now?  
A. her to do  
B. she do  
C. to her to do  
D. her to be doing
20. If I hadn't \_\_\_\_\_ by an expert, it wouldn't look so nice.  
A. had it done  
B. done it  
C. have it done  
D. have done it

## 2. READING COMPREHENSION (25 minutes)

You are going to read two texts about society, culture and social media. Read the texts carefully in order to answer the questions that follow them. Mark your final answers on the official answer sheet.

### I Selfie Factories: The Rise of the Made-for-Instagram Museum

When the Museum of Ice Cream opened in New York in 2016, it was more a temporary curiosity than a rival to, say, the Whitney Museum of American Art, which stood just across the street. The walls were painted a soft shade of millennial pink. In one room, ice cream cones hung like pendant lights. There was a giant ice cream sandwich swing. And a sprinkle pool. Even the museum's co-founders, Maryellis Bunn and Manish Vora, often wore some shade of bubblegum pink around the museum as if they, too, were on display.

One year and three cities later, the Museum of Ice Cream has graduated to cult status on Instagram. More than 241,000 people follow its page and countless more have posted their own photos from within the space. All those grams have made the Museum of Ice Cream a coveted place to be. In New York, the \$18 tickets to visit — 300,000 in total — sold within five days of opening. At its San Francisco location, which opened this month, the same number of tickets, at the price of \$38, sold out in less than 90 minutes.

Bunn denies that Instagram played a significant role in how she shaped the museum. Yet it's hard to walk through the space and imagine it as anything but a series of Instagram backdrops. One room in the San Francisco space is filled with giant cherries and marshmallow clouds; in LA, there's a room with strings of pink and yellow bananas strewn from the ceiling. Visitors are allotted about 90 minutes to explore the museum, but it's hard to imagine what you'd do during that time if you weren't taking photos.

The same can be said of other similar installations that are currently mushrooming around the world — ones that offer just the right lighting, the right backdrops, and the right amount of whimsy, all for the price of admission. "The world has seen an increase in these spectacle exhibitions that have simply taken on a new dimension online," says Jia Fei, Director of the Jewish Museum of New York. "When you think of the very Instagrammable exhibitions of the last five years, you think of artists like Yayoi Kusama or James Turrel, artists whose otherwise very critical bodies of work have taken on novel meaning because of social media."

One thing is certain: if "made-for-Instagram" exhibits suggest something about our society, it didn't start in places like the Museum of Ice Cream. It started on the internet and then spilled out everywhere else — in nature, in restaurants, even in the contemporary art world. The spread of selfie-dominated culture means that to visit a museum in the 21st century is not just to see art, but to document it, replicate it, and position oneself in it.

#### 1. Initially, the Museum of Ice Cream

- A. was meant to be only temporary.
- B. satisfied the curiosity of visitors.
- C. immediately became as popular as the neighbouring museums.
- D. did not present serious competition to other museums.

#### 2. Why does the author mention the Museum ticket sales?

- A. To illustrate the popularity of the newly opened Ice Cream Museums
- B. To prove that the number of Instagram followers does not match the number of visitors
- C. To stress the high price of the tickets
- D. Due to personal involvement

**3. The author finds that a visit to the Museum space**

- A. leaves little to do except for taking photos.
- B. does not leave you enough time to take photos.
- C. should take more than 90 minutes.
- D. means seeing too many unrelated exhibits.

**4. Which of the following is said to be a characteristic of “Instagrammable” art exhibitions?**

- A. Their initially critical perspective disappeared due to social media.
- B. They have taken on different forms in different parts of the world.
- C. They are not very serious.
- D. They get additional meaning through social media.

**5. The success of the “made-for-Instagram” museums can be attributed to**

- A. the way we behave in nature and in restaurants.
- B. the more general spread of internet selfie culture.
- C. the longstanding focus on the self in modern arts.
- D. connections between culture and the economy.

## **II A Different Kind of Internet Challenge**

From throwing buckets of ice over one’s head to jumping out of moving cars, social media challenges have been at best extremely frivolous and at worst, extremely reckless. However, the latest one – the #trashtag challenge – is getting people to clean up littered public and natural spaces. As evidence of their efforts, participants post before and after pictures on Facebook or Instagram, then nominate another person to clean up a space. Finally, there may be a laudable, hype-worthy challenge, and more and more people are jumping on the bandwagon.

Although #trashtag has been around for a while, originating from a 2015 campaign by the outdoor pursuits brand UCO, it recently blew up as a result of a post on the community discussion forum Reddit, where a user suggested it would be a good global challenge “to make the world a better place”. Soon, the #trashtag hashtag, which had faded into obscurity, picked up steam and spread across social media.

According to existing analyses, viral activist trends that go global inspire people to immediate action, without the questioning, challenging and procrastination inherent in community activism. #Trashtag cleanups fully support such findings. When Henning Lubbe, 21, from South Africa, read about the challenge on Facebook, he immediately decided to get down to business and clean the dumpsite that he passed daily on his way to work. In another corner of the world, Cornwall, Kellie Perks, 36, participated in the challenge with her two children to clean up the steps in their local woodland in Newquay. “We didn’t think twice before getting our hands dirty. Since we cleaned up the area, there seems to be less litter dropped. People have noticed,” she says. Those people who don’t have local cleanup projects are posting online to find locations where they can get involved, and it is typically a matter of days until they join a cleanup group.

The #trashtag challenge has also been raising awareness of litter pollution and the scale of ocean plastic. Over 150 million tonnes of plastic are in our oceans, according to a World Economic Forum paper from 2016, and a 2018 UK government report warned the amount of plastic polluting the globe’s oceans is expected to quadruple in the following two decades. It has become something of a trend to post #trashtag pictures along with warning statistics on ocean pollution and the impending climate disaster.

It is hard to anticipate whether #trashtag will end up being a short-lived fad or continue to grow, though at the moment it seems to be gaining momentum. Critics say it shouldn’t take a new online trend to get people to look after their environments. Still, if that’s what it takes to mobilise people to care about local spaces, so be it; this is one internet challenge we can all get behind.

**6. What is the author’s perspective on internet challenges?**

- A. None of them are unimportant, but some are more dangerous than others.
- B. The best ones are serious, but many of them are too dangerous.
- C. The #trashtag challenge is original, but it is becoming too trendy.
- D. The #trashtag challenge deserves the praise and attention it is getting.

**7. The idea behind #trashtag**

- A. originates from Reddit.
- B. dates back to the period before 2015.
- C. comes from the UCO brand’s campaign aiming “to make the world a better place”.
- D. was born several years ago but has become popular more recently.

**8. Which distinguishing feature of viral activist trends is confirmed through #trashtag?**

- A. Their impact is geographically constrained.
- B. Their impact is limited as the cleaned areas soon get littered again.
- C. People do not delay their involvement.
- D. People want others to get involved first.

**9. According to some estimates, ocean pollution will**

- A. be four times higher in two decades.
- B. double within just two decades.
- C. increase by 20 per cent in the following 20 years.
- D. be four times lower in the next 20 years.

**10. How does the author evaluate #trashtag?**

- A. Its impact is unpredictable, though it currently seems to be losing popularity.
- B. It is a temporary trend, but will undoubtedly make a difference.
- C. People shouldn’t think about the environment just because of social media.
- D. Everyone can embrace this type of challenge.

**3. LISTENING COMPREHENSION**

You are going to listen to two recordings. You will have one minute to read through the relevant set of questions and will hear a beep before each recording begins. While you are listening, you can mark your answers on the question sheet, but your final answers must be on the official answer sheet, which you will have 5 minutes to complete when both recordings have finished. You will hear each recording twice.

**Recording 1**

**1. Biomimicry refers to:**

- A. nature designing amazing things.
- B. the exploration of nature with new technology.
- C. the creation of better designs based on models found in nature.
- D. hiring talented designers to improve designs in architecture, industry and technology.

**2. According to the report, birds in general have led to:**

- A. planes flying more quietly.
- B. changes in some forms of transport.
- C. wind turbines being more efficient.
- D. scientists working more efficiently.

**3. Which of the following activities of a woodpecker is NOT mentioned in the report?**

- A. Making a home.
- B. Protecting itself from being attacked.
- C. Finding a mate.
- D. Looking for food.

**4. According to the text, the key feature of a woodpecker that scientists are focusing on is:**

- A. the shape of its head.
- B. its impact on the environment.
- C. its extraordinarily long beak.
- D. its ability to tolerate so much pressure on its head.

**5. Thanks to woodpeckers, new flight recorders should be able to survive an impact:**

- A. sixty times more powerful than the current ones.
- B. six times more powerful than the current ones.
- C. equivalent to 6000 G.
- D. equivalent to 1000 G.

## **Recording 2**

**6. Tom decided to take the trip to Nepal because:**

- A. he had always planned a trip like that.
- B. he'd always been prone to making hasty decisions.
- C. he saw an ad in the paper he had bought.
- D. it was an opportunity to enrich his life experience.

**7. While working abroad, Tom:**

- A. seriously questioned his decision.
- B. focused on using his time to the maximum.
- C. felt slightly concerned about the risks involved.
- D. was too busy to do anything but work.

**8. According to Tom, the crucial bonus offered by the organization is that it:**

- A. offers training opportunities for candidates.
- B. provides pocket money for everyone involved.
- C. supports the readjustment of volunteers once they are back home.
- D. enables volunteers to connect and socialize in the host country.

**9. Tom and his colleague designed a project that focused:**

- A. on the prevention of illegal hunting of animals in general.
- B. on both economic and environmental benefits for the local communities.
- C. mainly on protecting the farmers.
- D. mainly on protecting the snow leopard.

**10. According to Tom, the project definitely managed to:**

- A. provide a successful financial plan for the community.
- B. reduce the number of animals farmers lost.
- C. make farmers safe from the snow leopards' attacks.
- D. prevent a further decrease in the snow leopard population.



#### **4. WRITING (45 minutes)**

***Read the instructions carefully:***

1. Write at least 150 words, using the other side of this paper if necessary.
2. Make sure that you complete all parts of the task.
3. Your paper will be judged on range and accuracy of grammar and vocabulary, as well as on coherence and task achievement. If your paper is completely off-topic, it will not be scored.
4. You may make an outline if you wish, but your outline will not count towards your score. You will not be graded on the appearance of your paper, but your handwriting must be readable. You may change or correct your writing, but you should not copy the whole composition out again.
5. You will now have 45 minutes to complete the following writing task:

**Kidnapped by aliens a week ago, you have finally been given the chance to communicate with Earth. You are actually quite enjoying your time with your captors and have decided to send a favourable report back to your home planet. Write an article for your fellow humans, including:**

- **information on your kidnapping and how you spent the first few days with your kidnappers,**
- **how the everyday life of an alien compares to everyday life on Earth,**
- **advice on how to deal with the full-scale invasion of Earth which the aliens are planning in the near future.**

## **РЕШЕЊЕ ТЕСТА**

### **1. GRAMMAR AND VOCABULARY**

1. D; 2. C; 3. B; 4. B; 5. A; 6. D; 7. B; 8. B; 9. C; 10. C; 11. A; 12. C; 13. B;  
14. C; 15. B; 16. C; 17. A; 18. D; 19. B; 20. A

### **2. READING COMPREHENSION**

1. D; 2. A; 3. A; 4. D; 5. B; 6. D; 7. D; 8. C; 9. A; 10. D

### **3. LISTENING COMPREHENSION**

1. C; 2. B; 3. B; 4. D; 5. A; 6. D; 7. B; 8. C; 9. B; 10. A