



Шифра ученика: |

Укупан број бодова: |

Република Србија

МИНИСТАРСТВО ПРОСВЕТЕ

ЗАВОД ЗА ВРЕДНОВАЊЕ КВАЛИТЕТА ОБРАЗОВАЊА И ВАСПИТАЊА

школска 2025/2026. година

ЕНГЛЕСКИ ЈЕЗИК

ТЕСТ ПРОВЕРЕ ПИСМЕНОСТИ ИЗ СТРАНОГ ЈЕЗИКА ЗА СЕЛЕКЦИЈУ УЧЕНИКА
ЗА ТРЕЋИ РАЗРЕД ГИМНАЗИЈЕ ПО ИБО ПРОГРАМУ
ЗА ШКОЛСКУ 2026/2027. 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_ingleski-IBO_2026: *Read the text below and think of the words which best fit the gap. Use ONE word only in each gap.*

Owning a lute* again after such a long time meant I had my music back, but I quickly realised I was three years (1) _____ of practice. The work I had done to earn a living over the last couple of months had toughened and strengthened my hands, but not in entirely the right ways. It took several frustrating days (2) _____ I could play comfortably for even an hour (3) _____ a time.

I might have progressed more quickly if I had not been so busy (4) _____ my other studies. Music is a proud, temperamental mistress. Give her (5) _____ time and attention she deserves, and she is yours. Slight her and (6) _____ will come a day when you call and she will not answer. So I began sleeping less to give her some more time. (7) _____ a week of this schedule, I was tired. In three weeks' time I was fine, but only through a grim, set-jaw type of determination. Somewhere around the fifth week I began to show signs of wear.

I was sitting on a bench, having lunch with two of my best friends, Simmon and Wilem.

"He looks like he's been sick," Wilem looked at me (8) _____ a critical eye.

"He's lovesick," Simmon said knowingly. "Can't eat. Can't sleep. You think of her when you (9) _____ be trying to study."

I couldn't think of anything to say. It was true, I had been neglecting my friends even more than I had been neglecting myself. I had a flush of guilt wash (10) _____ me.

I didn't know what to tell them. "There isn't a girl, really. I mean it."

*lute – a type of string musical instrument

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

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TASK 2_ingleski-IBO_2026: Read the sentences below, decide which answer (a, b, c or d) fits each gap best, then circle the correct answer.

1. _____ of all the work Emma put into it, the rest of the team kept messing up, so the project failed.
a) Despite b) In spite c) Contrary d) On top
2. The item in question, _____ had been passed down generations, was finally sold.
a) who b) which c) that d) whose
3. Tom was still dating Anna at the time he started embezzling money from his company, so she _____ that there was something strange going on, even though she denied everything later.
a) can't know b) can't have known c) must know d) must have known
4. I believe his business will _____ if he continues treating his employees like slaves. Everybody is working overtime and you can tell they are on the verge of burnout.
a) go down like a sinking ship b) get along like a house on fire
c) work like gears in a clock d) be like a storm of ideas
5. When reflecting on his failed relationship, Mark remembered how many chances Laura had given him to smarten up and _____.
a) hold his horses b) get his act together
c) make ends meet d) put things into her hands
6. He really needed to move the deadline for a few days, but his boss didn't even want to hear about it, and he felt like all his pleading _____.
a) worked his fingers to the bone b) was worth its weight in gold
c) fell on deaf ears d) was jumping the gun
7. In order to complete the training successfully, you will have to _____ to all sorts of new and complex circumstances.
a) adopt b) adapt c) adept d) abrupt
8. I'm sure Monica _____ the task on time if Robert _____ her so much, but his distractions were constant and she failed to meet the deadline.
a) will finish/ didn't interrupt b) would finish/ didn't interrupt
c) would've finished/ hadn't interrupted d) wouldn't have finished/ had interrupted

TASK 3_engleski-IBO_2026: Read through this text. Then use the word given below to form a word which fills the gap. An example is given.

Relativity is (0) relatively easy to understand. But there's one aspect of relativity that (1) _____ trips us up. It's this: we do not only have a (2) _____ to compare things with one another, but also to compare things which are easily (3) _____ - and avoid things that cannot be compared easily.

That may be a confusing (4) _____, but let me give you an example. Suppose your travel agent gives you a (5) _____ between two very appealing (6) _____ - a vacation in Paris or in Rome. Both arrangements come with covered travel and accommodation fees, plus free breakfast every morning. For most people the (7) _____ to spend a week in Paris or a week in Rome is not (8) _____, and they would struggle between the two.

However, suppose you were given a third option, Rome without the free breakfast, called the (9) _____ Rome, simply because you would recognise it as a step down compared to Rome with free breakfast or Paris with free breakfast.

If you were to consider these three options, you would (10) _____ start comparing Rome with free breakfast and Rome without free breakfast, and research shows that you would almost inevitably choose to go to Rome, forgetting Paris altogether.

Adapted from *Predictably Irrational* by Dan Ariely

0. relate	4. think	8. effort
1. consist	5. choose	9. attract
2. tend	6. propose	10. automate
3. compare	7. decide	

	2.5
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TASK 4_engleski-IBO_2026: 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. Many people believe that Joanna wrote that song. (BELIEVED)

Joanna _____ that song.

2. I was made responsible for wiping the blackboard in our classroom. (CHARGE)

The teacher _____ wiping the blackboard in our classroom.

3. Jackie had to keep her desk drawer locked to prevent Molly from stealing her ideas. (SO)

Jackie had to keep her desk drawer locked _____ steal her ideas.

4. Such a shame we sold that beach house. (WISH)

I _____ that beach house.

5. Get out of my garden, or I'll call the police. (UNLESS)

I'll call the police _____ my garden.

6. I can't hop on this conference call because they are repairing my laptop at the moment. (REPAIRED)

I can't hop on this conference call because I _____ at the moment.

7. "Do you have this dress in size 6?", asked the customer. (WONDERING)

The customer was _____ dress in size 6.

8. I hated riding on the bus to school every morning when I was younger. (USE)

I _____ like riding on the bus to school every morning when I was younger.

PART 2 – Reading comprehension

TASK 5 _engleski-IBO_2026: 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.

Regulating deepfakes

Deepfakes are videos, images, or audio that have been changed using artificial intelligence (AI) to make something look real, even though it's not. With AI tools, people can make someone appear to say or do something they never actually did. Deepfakes can swap faces, change voices, and create fake content that looks real. While this technology can be fun in movies or art, it can also be dangerous when used to spread false information.

Deepfakes use AI technology called generative adversarial networks (GANs). GANs involve two systems: one creates fake content, and the other tries to detect if it's real or not. The first system improves its work until it can make the second system believe the fake content is real. By using a lot of video, photos, and audio of someone, AI can make deepfake videos that are very convincing, making people look and sound like someone they aren't.

Deepfakes are becoming increasingly easier to make. In the past, creating a deepfake required special skills and expensive tools. Now, almost anyone with a computer and some basic software can create one. This makes it easier for people to spread fake content, which can be harmful. The more people are aware of the existence of deepfakes, the less likely they are to believe everything they see.

Deepfakes can cause big problems in politics. People can create fake videos of politicians saying things they never said, or doing things they never did. For example, a deepfake might show a party leader lying, insulting others, or supporting a policy they don't actually support. These fake videos can quickly spread online, confusing people and damaging the politician's reputation.

Deepfakes can also be used during elections to spread false information. Fake videos might be shared during election campaigns, and voters might not have enough time to check if they are real or not. As these videos spread on social media, millions of people might see them before the truth comes out, which can hurt political discussions and make it difficult to know what's true.

Deepfakes don't just affect politicians—they can harm anyone. People can make fake videos or audio to spread lies about someone's personal life, making it look like they said or did something wrong. These fake videos can be shared online, ruining someone's reputation, relationships, or career. For example, some people use deepfakes to create fake, inappropriate videos of celebrities or private individuals without their consent. This can cause a lot of emotional pain and long-term damage to the victims. Once a deepfake is online, it's very hard to remove it completely, so the harm can be permanent.

As deepfakes become more common, governments and tech companies are trying to find ways to stop them from being used to harm people. Some websites are using AI to detect and take down deepfakes before they spread. Governments are also discussing new laws to control the use of deepfake technology. At the same time, teaching the public about deepfakes is important, so people know how to spot them and avoid being tricked.

Taken from: <https://test-english.com/reading>

1. What is the best definition of deepfakes?
 - a) Deepfakes are AI tools that make people seem to say or do things they never did.
 - b) Deepfakes are digitally created or altered content using AI, often in the form of fake images, videos and audio materials.
 - c) Deepfakes are applications used to create fake content that looks realistic.
 - d) Deepfakes enable people to manipulate other people's faces, voices or bodies for malicious purposes.
2. What is the role of Generative Adversarial Networks (GANs) in the creation of deepfakes?
 - a) GANs include systems that create fake content and enable people to detect whether digital material has been manipulated.
 - b) GANs systems are used to select realistic and believable deepfakes.
 - c) The role of GANs is to create highly realistic digital content by learning to imitate real data.
 - d) GANs systems are used to enhance deepfakes and make them look as convincing as possible.
3. Why has becoming informed about deepfakes become particularly important?
 - a) Because deepfakes are now highly realistic, easy to make and potentially harmful.
 - b) Because deepfakes can damage reputations of politicians and celebrities.
 - c) Because creating deepfakes requires advanced technical skills and digital tools.
 - d) Because raising awareness about deepfakes makes people more trustworthy.
4. Why is the use of deepfakes especially problematic in the political sphere?
 - a) The reputation of political leaders can be compromised through the use of deepfakes.
 - b) Deepfakes require voters to spend a lot of time verifying their credibility.
 - c) Voters lack the skills to determine which videos they view are trustworthy.
 - d) Deepfakes can manipulate public opinion, and undermine trust and the credibility of politicians.
5. In what ways can the use of deepfakes be harmful to private individuals?

6. What actions have been taken by the governments and tech companies to prevent deepfakes from harming people? (Name two actions.)
 1. _____
 2. _____

PART 3 – Writing

TASK 6_ingleski-IBO_2026: Do one of the two given writing tasks (word limit: 180-200 words):

I) Write **an opinion essay** on the following topic: “**Should teenagers consider celebrities as role models and why?**”:

- **Introduction:** Present your subject and state your opinion clearly. Make sure the introduction contains a thesis statement – a sentence that summarizes the main point of your essay.
- **Body paragraphs (2-3):**
 - Write 1-2 paragraphs, each presenting a separate point of view supported by reasons and examples from knowledge and experience. Start every paragraph with a topic sentence – the main idea you will back up with arguments.
 - Address opposing points of view and disprove them or explain why you disagree with them.
- **Conclusion:** Wrap up your essay by summarizing your arguments and restating your opinion using different phrasing.

II) Write **a review of an epic fantasy novel** that has left a big impression on you:

- **Introduction:** Briefly outline the novel you are reviewing, providing basic information about it.
- **Body paragraphs (2-3):**
 - Provide a brief summary of the plot in the first body paragraph.
 - Provide the analysis of different aspects of the novel (e. g. writing style, characters, dialogues, important scenes) in the following paragraphs. Include your opinions, making sure to support them by examples, reasons or evidence.
- **Conclusion:** Wrap-up your review with a short summary of your evaluation and add a recommendation (i. e. who the novel is for).
