



Agencija za odgoj i obrazovanje
Education and Teacher Training Agency



MINISTARSTVO ZNANOSTI
I OBRAZOVANJA
REPUBLIKE HRVATSKE

DRŽAVNO NATJECANJE IZ ENGLESKOGA JEZIKA

za 4. razred srednjih škola

ŠKOLSKA GODINA 2019./2020.

ZAOKRUŽI BROJ (1 ili 2) LISTE U KOJOJ SE NATJEČEŠ:

1 Lista 4.A: gimnazije

2 Lista 4.B: ostale srednje škole

Ime i prezime učenika:

Zaporka:

(zaporku određuje učenik, a sastoji se od riječi i pet brojki)

DRUGI DIO TESTA

Slušanje s razumijevanjem:	5 bodova
Čitanje s razumijevanjem:	5 bodova
Uporaba jezika:	40 bodova

Prosudbeno povjerenstvo:

1. _____

2. _____

3. _____

Predsjednik Državnog povjerenstva:

_____, 28. listopada 2020.

(mjesto)

PART 2 - Task 1: LISTENING COMPREHENSION

Task 1: Body Language

You will hear a recording about Body Language. Listen carefully to the instructions. For each of the questions 1-5, choose ONE answer (A, B, C or D) that fits best according to the recording. Write the corresponding letter (A, B, C or D) on the Answer Sheet. You will hear the recording twice.

You have 30 seconds to read through all the questions.

The task begins with an example (0).

After you hear the recording for the second time, you have 1 minute to check your answers and transfer them to the Answer Sheet.

- (0) The speaker says low self-esteem can be improved by
- A using body language to hide what you really feel.
 - B recognizing that body language need not be a threat.
 - C recognizing that everyone else feels secure.
 - D using threatening behaviour to make others feel small.
- (1) The speaker says that one of the ways to become more confident is to
- A relax more with friends.
 - B imitate the facial expressions of others.
 - C alter the way you walk.
 - D avoid direct eye contact with people.
- (2) According to the speaker, some people have poor postural echo because they
- A have not co-operated with their parents throughout their lives.
 - B have not mixed with people of equal status in their social circles.
 - C have not received the proper development of it in their upbringing.
 - D have not understood the signals in a relationship with strangers.
- (3) The speaker points out that you can show that you want to end a conversation by
- A crossing your legs.
 - B moving back a little.
 - C folding your arms.
 - D nodding your head slightly.
- (4) In the speaker's opinion, people dominate space in a meeting in order to
- A hide their own nervousness.
 - B put other people at their ease.
 - C make themselves more comfortable.
 - D give themselves an advantage.
- (5) The speaker mentions that, in a social encounter greeting, you should always try to
- A return an eyebrow flash or similar expression.
 - B glance away while talking to someone.
 - C look directly into someone's eyes.
 - D appear too friendly and interested.

(5 points)

TASK 2: READING COMPREHENSION

Task 2: Aurora Borealis

Read the following text and questions. For each of the questions 1-5, choose ONE answer (A, B, C or D) that fits best according to the text.

Write the corresponding letter (A, B, C or D) on the Answer Sheet.

The task begins with an example (0). Remember to write your answers on the separate Answer Sheet.

Many people wonder about what exactly are the northern lights or “aurora borealis”. They have been called ‘dancing ghosts’ and the ‘searchlight of God’ and ‘the language of mystic signs and portents’. In the past, many textbooks explained them as sunlight reflected from ice and snow. However, recent scientific achievements have revealed new knowledge about the sun and our earth’s outer atmosphere. It is now certain that auroras are associated with explosive disturbances in the sun’s atmosphere, reaching a peak every eleven years, in forms of flares and sunspots.

If broken down in more scientific detail, these explosive disturbances send out jets of charged particles travelling at terrific speeds, and when they reach the earth’s magnetic field, some of them are deflected toward both of the magnetic poles, where any observer within either vicinity can witness the wondrous exhibit of lights recurrently. Whether the North or South Pole, these charged particles crash into atoms and molecules of the upper atmosphere, causing the elevation of electron energy levels or ‘excitation’, and the glow of the aurora. The level of excitation varies from fifty to six hundred miles above the earth’s surface, whereas the beautiful colours of the northern lights depend on the altitude at which the collisions occur and on the particles involved. Actually, much of the excitation of the aurora is missed because human eyes cannot see all of their colours, but photographs taken can reveal reddish areas and glows not visible to the observer.

Regarding the documenting and exploration of the aurora lights, a romantic nature seems to be an essential part for an explorer in the Arctic and Antarctic. Explorers have written some of the most imaginative descriptions of the lights. One excerpt of an explorer reads: “... the eastern sky was massed with swaying auroral lights, fold on fold, the arches and curtains vibrating luminosity rose and spread across the sky. The appeal is to the imagination by the suggestion of something wholly spiritual, something instinct with fluttering ethereal life.” These fanciful impressions can be pragmatically explained: during a magnetic storm, one may first see strong rays and curtains, followed by the flaming aurora, all climaxing in a luminous halo at the zenith. All of these forms will appear and can be easily identified by the interested observer.

Besides the visuals, a prevalent question brought up is whether one can *hear* the northern lights or not. If sound waves originate at the seat of the auroral displays, it seems hardly possible that they could be heard on earth. Many observers scoff at the idea of lights snapping. But in the wintry arctic where there is great stillness and the auroras occur very often, there is some evidence

of characteristic noise. Chiefly, Eskimos, local Indians and *voyageurs*, who often spend their nights in the open, insist that they hear them 'swish' as the great waves sweep out across the sky. The scientific community has been left stumped as to how these noises could be produced and speculate that the culprit may be tree needles or pine cones, where there is a potential for an electrical gradient and a subsequent charge. A popular hypothesis is that geomagnetic storms may generate large, abrupt discharges in the atmosphere, creating a clapping sound.

Rumoured to be most prominent in winter, this question of sound, along with the possibility that auroras could effect autumn and springtime weather changes, and other mysteries of the lights still leave much to be discovered. What is more, contrary to popular belief or what the quoted explorer witnessed, auroras are not a one-time phenomenon, rather they happen perennially, at all seasons of the year. Nowadays, the people of Newfoundland and Labrador show no great awe of these magnificent spectacles, rather they enjoy them as a lovely benefit of northern living.

(0) Previous scholarly books' explanation of the aurora borealis are

- A considered incomplete.
- B based on superstition.
- C shown to be erroneous.
- D surprisingly accurate.

(1) In the text, it is mentioned that one can see a display of the aurora

- A probably only a few times during a lifetime.
- B better at the South Pole than at the North.
- C much more often at the North Pole.
- D frequently in areas closer to the Poles.

(2) The amazing colours of the aurora are contingent on

- A the stage of electron energy in the hemisphere at any given time.
- B the distance of changing mileage on the planet's uppermost layer.
- C the level of speed in which particles travel into the lower atmosphere.
- D the height where the charged particles crash into the upper atmosphere.

(3) According to the text, the picturesque feelings about auroras

- A are necessary for documentation and comprehension of them.
- B will only be understood by an observant viewer.
- C can be explained in practical and realistic ways.
- D have led to spiritual awakenings due to its illumination.

(4) The bulk of evidence for the belief that auroral noise exists comes from

- A mathematical calculations.
- B reports of people in the area.
- C scientific experiments.
- D dubious recordings.

(5) The time of the year at which auroras occur is

- A affected by the frequency of sound waves.
- B dependent on the weather patterns in winter.
- C all year in spite of what is commonly thought.
- D throughout the months before summertime.

(5 points)

Tasks 3-6: USE OF ENGLISH

Task 3: Curious Organisms

Read the following text. For gaps 1-10, use the word given in CAPITALS at the end of the line to form a new word that best fits the gap in the same line.

The task begins with an example (0).

Remember to write your answers on the Answer Sheet.

<p>If we think about what makes us human, one (0) <u>characteristic</u> is definitely curiosity. This (1)_____ desire to know is not associated with inanimate objects, but can definitely be traced back to the dawn of human (2)_____. Notably, curiosity can also not be attributed to some other kinds of living organisms, such as trees, which do not display (3)_____ curiosity, nor do sea cucumbers and sponges. Starkly, if they should be infected with parasites or predators, these animate forms of life will die in a harsh, crude manner, as (4)_____ as they lived.</p>	<p>(0) CHARACTER (1) REPRESS (2) EXIST (3) RECOGNISE (4) CEREMONY</p>
<p>If we think about the early stages of life, (5)_____ motion was developed by some organisms. This meant an (6)_____ advance in their control of the environment. A moving organism no longer waited in stolid (7)_____ for food to come to its way, but went after it. If an individual organism hesitated in the (8)_____ search for nutrients, or if it was overtly (9)_____ in its exploration for food, it ended up starving to death. Moreover, as organisms grew more complex, the nervous system, the living instrument that interprets and stores data collected by the sense organs, became (10)_____ complex, which allowed our curious organisms to continue developing and exploring.</p>	<p>(5) DEPEND (6) EXCEPT (7) RIGID (8) ENTHUSE (9) CONSERVE (10) INCREASE</p>

(10 points)

Task 4: Robotics

Read the following text. For gaps, 1-15, think of the word that best fits each numbered space. Use ONLY ONE word each time.

The task begins with an example (0).

Remember to write your answers on the Answer Sheet.

In science fiction, robots have usually been given a personality, (0) but the reality of them has more or less been disappointingly different. Although sophisticated (1) _____ to assemble cars in factories and assist in complex surgeries, most current robots are merely automatons, not (2) _____ of striking up relationships with their human operators.

However, change is (3) _____ at hand. In fact, the change can be more accurately described (4) _____ 'revolutionary evolution' in robotics. Visionary engineers have argued that robots have begun to make (5) _____ a greater part of society, ergo they need to interact with humans and will need artificial personalities that compliment (6) _____ artificial intelligence. Thus, a debatable question has arisen: what does a synthetic companion need to have (7) _____ that you want to engage with it over a long period of time? Computers and iPhones have already shown the extent to (8) _____ people can develop relationships with inanimate electronic objects. In fact, there are already several extreme cases of people actually wanting to legally marry an artificial intelligence unit they've created. In France, one lady's partner is a 3D printed robot, who she designed (9) _____ and is engaged to marry, after realising she was attracted to 'humanoid robots', and in China, one artificial intelligence engineer in a typical wedding ceremony married a robot he had built, though it's (10) _____ not officially recognised by the authorities yet.

Looking further ahead, leaving (11) _____ the possible companionship aspect, engineers envisage robots helping with more day to day functions, (12) _____ as helping around the house and integrating with the web to place supermarket orders by (13) _____ its various programs and apps. Programming the robot with a human-like persona and giving it the ability to learn its users' preferences will help put a person's (14) _____ at ease with it. Interaction with a digital entity in this context is believed to be (15) _____ natural than sitting with a mouse and keyboard.

(15 points)

Task 5: Modern Art

Read the following text. For gaps 1-10, choose the answer (A, B, C or D) that best fits each numbered space.

The task begins with an example (0).

Remember to write your answers on the separate Answer Sheet.

When it comes to modern art, I can be (0)___D___ momentarily speechless. Like many, it is sometimes difficult to make heads or (1)_____ about it. There is something more (2)_____ about the obvious forms of it, such as neon light sculptures or massive photographs. However, I know I shouldn't (3)_____ modern art works as if they are basic Maths formula, rather it would be better if I were, perhaps, more or better (4)_____ about a particular artist's work. Perhaps I could then articulate what I'm thinking and feeling, as I realize one's not meant to (5)_____ about experiencing the artistic work in a school-essay way. The point is not to grasp art, but to let it communicate with you.

Fortunately, most art galleries nowadays try to give visitors a genuine (6)_____ into the whys and wherefores of the modern works. A basic courtesy is that the curators put proper labels that place a work in (7)_____. By doing so, this immediately helps the viewer know what it is trying to say.

Instead of staring (8)_____ at the pictures, sculptures, and other exhibit pieces, these golden (9)_____ of information help the perplexed museum goer to understand. And where there is understanding, there is appreciation, so art lovers can continue to develop and broaden their (10)_____ and not be limited in their views.

(10 points)

(0) A found	B given	C made	D left
(1) A feet	B heels	C tails	D hearts
(2) A familiar	B acquainted	C cordial	D amicable
(3) A engage	B approach	C embark	D proceed
(4) A apprised	B instilled	C appraised	D informed
(5) A set	B get	C start	D put
(6) A recollection	B acumen	C insight	D aptitude
(7) A background	B circumstance	C setting	D context
(8) A plainly	B blankly	C clearly	D blatantly
(9) A extracts	B abstracts	C nuggets	D cuttings
(10) A palates	B tastes	C smarts	D flavours

Task 6: Sentence Transformations

For questions 1-5, complete the second sentence so that it is as similar as possible in meaning to the first sentence using the word in brackets. **DO NOT CHANGE THE GIVEN WORD.** Use FIVE words, including the given word. Only write the missing words on the answer sheet.

The task begins with an example (0).

Remember to write your answers on the Answer Sheet.

(0) I don't think we have enough money to pay for a holiday this year. (**cover**)

I don't think we have enough money to cover the cost of going on holiday this year.

(1) She really has no idea of the difficulty of finding a parking place. (**how**)

Little does she know _____ find a parking place.

(2) Mark concluded that he should take the job. (**came**)

Mark _____ he should take the job.

(3) No matter what happens, we will never play that team again. (**ever**)

Under no circumstances will _____ again.

(4) Mary did not feel like going out last night. (**mood**)

Mary was _____ going out last night.

(5) The news of the mayor resigning came as a great shock to everyone. (**aback**)

Everyone _____ news of the mayor's resignation.

(5 points)

THIS IS THE END OF THE TEST