



Agencija za odgoj i obrazovanje  
Education and Teacher Training Agency



MINISTARSTVO ZNANOSTI  
I OBRAZOVANJA  
REPUBLIKE HRVATSKE

## **DRŽAVNO NATJECANJE IZ ENGLESKOGA JEZIKA za 2. razred srednjih škola**

**ŠKOLSKA GODINA 2019. / 2020.**

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

1 Lista 2.A: gimnazije

2 Lista 2.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: Radio Presenter

You will hear a recording about a Radio Presenter. 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) According to the speaker, she got her break into radio because
- A she just happened to do it by chance.
  - B she expected to win the competition.
  - C she was keen to become a radio presenter.
  - D she practised before the competition.
- (1) What does the speaker reveal about her first live concert show?
- A It is the only time she has made a serious mistake.
  - B Being nervous was not the cause of the problem.
  - C People often remind her of what happened then.
  - D She had not expected to have the problem she had.
- (2) One point that the speaker makes about her job is that she
- A has changed her attitude to music.
  - B is unhappy that the songs she plays are chosen for her.
  - C enjoys talking to the people whose songs she plays.
  - D likes most of the music that she plays on her show.
- (3) What does the speaker say about presenting a show?
- A It is essential to keep in mind what is going to happen next.
  - B It is more complicated than she previously thought.
  - C The ability to add and subtract is the most important requirement.
  - D The content of a show is sometimes changed suddenly.
- (4) How has the speaker's family reacted to her success?
- A with caution.
  - B without interest.
  - C with surprise.
  - D without excitement.
- (5) The speaker says she is quite content in her job because
- A she found it was different from what she had expected.
  - B she genuinely believes that Capital is a good radio station.
  - C she feels obligated to talk about Capital Radio all the time.
  - D she has already changed her position at Capital Radio.

(5 points)

## Task 2: READING COMPREHENSION

### Task 2: The Artists of Altamira

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.

As the story goes, in Altamira, Spain, in 1879, a little girl who'd been having nightmares about bulls tugged on her father's hand near a mouth of a cave she had just run out of, crying, "Toros! Toros!" (Bulls! Bulls!). Reluctantly, he followed his daughter into the cave, and as she pointed to a high wall, he froze. There, in the half dark, he could make out a long line of magnificently drawn bison painted on the ceiling. Later investigation showed not only the bison but also wolves, reindeer, horses, and a wholly prehistoric elephant, the mammoth. Who had drawn these creatures and why?

Archaeologists from all over the world were soon reading about these paintings and began to visit the Altamira cave and to try to learn more about these paintings. Unlike the Neanderthal Man, the artist, they were to learn, was Cro-Magnon, a race of prehistoric man that lived as long ago as 30,000 B.C. Suspicions of the paintings being drawn by Java Man or forged like the Piltdown Man were eventually ruled out. Moreover, scientists became aware that this caveman artist knew quite a bit about art, for many of his tools were also found and had excellent designs upon them. Amazed at the active depictions of birds and animals sketched there, they had had no idea that such a great form of art had come about so early. The animal's actions, attitudes and anatomy are very realistically done. The essential movements rather than the static details seem to be what the Cro-Magnon Man artist is after. The only lines and shapes used are those that show the forward, charging movement of the animal. The result is fine paintings which are clear, concise, and very modern. Many feel that the animals portrayed here are better than those done for many centuries afterward. The outlines were treated in black and then shaded with a mixture of red, black, and yellow colours. The colours were most likely made by mixing iron oxides with animal fat to act as a binder. They were probably applied by blowing the coloured powdered pigments through bone tubes, but perhaps 'crayons' were made from these tubes. This alone is startling enough and tells us that these people were very skilful. But, even more amazing are the skills that must have been needed to produce such fine work. These are not primitive, crude attempts to show animals. They are works that imply a keenly intelligent artist who is very much aware of the world around him and capable of depicting the movement within it.

The paintings led archaeologists into further study concerning this stone-age man. Most speculate that he was forced into living in caves in Spain and France because of a very cold mass of ice that covered most of Europe. To survive in such cold required much intelligence. Simply seeking shelter in caves was not enough. Man needed more warmth. Somewhere in the past, the

knowledge that fire helped to keep one warm was known, but it was Cro-Magnon Man that learned to make the first fire by rapidly rubbing two sticks together. This provided warmth as well as protection from some larger animals. Before Cro-Magnon times, Neanderthal Man had learned that animal skins could be used to ward off the cold. These first 'clothes' were very crude one-piece affairs until Cro-Magnon Man invented an eyed needle and made it possible to sew pieces of hide together for a better fitting and warmer garment. Spearheads, harpoons, and axe-heads were a few more of the accomplishments of the painters of Altamira later on. With these better weapons, new food was added to the meagre diet of nuts and berries, bird's eggs and fish.

What happened to Cro-Magnon Man seems to be locked in the secrets of the past. Perhaps some day another great discovery like the one made by the little girl in Spain may occur. With other such treasure troves, we may be further enriched by more beautiful works of art and have a deeper knowledge of the early artist and of the past in which he lived. By further analysis and deeper knowledge of the past, we can perhaps devise for the future, but thoroughly grasp the present for the better, which would indeed be the most precious commodity of all.

**(0) According to this text, the paintings on the cave's ceiling**

- A did not contain wolves.
- B did not show bison.
- C did not have horses.
- D did not depict people.

**(1) It was concluded that the artist of Altamira**

- A should have been a Neanderthal Man.
- B was a Cro-Magnon Man.
- C could have been a Java Man.
- D had been a Piltdown Man.

**(2) According to this text, among the paintings, one should not expect to see**

- A a charging bison.
- B a running reindeer.
- C a sleeping mammoth.
- D a predatory wolf.

**(3) The writer points out that archaeologists were surprised by**

- A the quality of the paintings.
- B the subject of the paintings.
- C the location of the paintings.
- D the use of colour in these paintings.

**(4) According to this text, which came first?**

- A Cro-Magnon Man.
- B Animal skins as clothing.
- C The Altamira paintings.
- D Advanced weapons for hunting.

**(5) The author of this text hopes that by studying the paintings we can**

- A apprehend the future.
- B relive the past.
- C find rare treasures.
- D comprehend the present.

**(5 points)**

## Tasks 3 - 6: ENGLISH IN USE

### Task 3: Gap Year

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.

For many young people in Australia, after they finish their secondary schooling, they choose to take a year (0) C before beginning to work full time or continuing with further, higher education. Such was the case for Mary Smith. Once her need for travelling around a bit was satisfied, she could then think of (1) \_\_\_\_\_ to study for a university degree.

This year off is what is (2) \_\_\_\_\_ a 'gap year', and for Mary, she had to first do various jobs to (3) \_\_\_\_\_ enough money for her travelling and living abroad needs. Her main motivation for leaving home and (4) \_\_\_\_\_ forth was to gain some experience in different cultures, visiting the Americas and Asia. However, the more (5) \_\_\_\_\_ the young person, the greater is the challenge they are likely to plan for themselves during the gap year, and for Mary, it (6) \_\_\_\_\_ in a great thirst for adventure and enthusiastically (7) \_\_\_\_\_ new things first-hand. She learned how to build a floating boat made of reeds on Peru's Lake Titicaca in South America, and joined a South Asian ecology and conservation program in Vietnam.

After she returned home to Australia and her university courses had (8) \_\_\_\_\_ to an end, Mary again left on a trip that took her (9) \_\_\_\_\_ around the world. What's more, this time around, she made the whole journey using the only means of transport which was (10) \_\_\_\_\_ by natural energy, making use of her time away in more interesting ways than one.

(10 points)

- |      |                |                |                |                 |
|------|----------------|----------------|----------------|-----------------|
| (0)  | A away         | B removed      | C off          | D separated     |
| (1)  | A holding down | B putting down | C laying down  | D settling down |
| (2)  | A called       | B designated   | C entitled     | D exclaimed     |
| (3)  | A build        | B form         | C raise        | D create        |
| (4)  | A roving       | B wagering     | C conjecturing | D venturing     |
| (5)  | A vigilant     | B adventurous  | C pushing      | D attentive     |
| (6)  | A happened     | B triggered    | C resulted     | D occurred      |
| (7)  | A undergoing   | B enduring     | C suffering    | D experiencing  |
| (8)  | A gone         | B come         | C neared       | D run           |
| (9)  | A close        | B just         | C right        | D far           |
| (10) | A powered      | B controlled   | C forced       | D swayed        |

#### Task 4: Fashion

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

The task begins with an example (0).

Remember to write your answers on the separate Answer Sheet.

The birth of fashion, *haute couture* (0) as people know it today, has its origins in France. Nowadays, fashion ranges from seasonal, corporate, and media driven. Over time, all through history, people have worn clothing of (1) \_\_\_\_\_ description or another. Apart (2) \_\_\_\_\_ protection against the weather, clothes have also been used to show the wearer's status and wealth. Throughout the years, numerous fashions in clothing have come and (3) \_\_\_\_\_. While some of these have been popular for relatively short periods, others have lasted longer.

Until the mid 20<sup>th</sup> century, the ability to follow fashion was limited to those (4) \_\_\_\_\_ had the money to (5) \_\_\_\_\_ so. But following fashion did not only demand money, it also required large amounts of leisure time. Wealthy people took fashion very seriously and close attention had to (6) \_\_\_\_\_ paid to detail. Wearing the correct clothes for different occasions was very important, despite the (7) \_\_\_\_\_ that this often meant changing clothes five or six (8) \_\_\_\_\_ a day.

For instance, the infamous Louis XIV of France introduced a lavish standard of living and an intricate programme of etiquette and fashion. Demanding that each and (9) \_\_\_\_\_ piece of clothing be exquisitely designed, the Sun King had his shrewd finance minister, Jean Paul Colbert, organize and control highly skilled tailors and workers in strictly controlled professional guilds. With ensured quality control, Colbert ordered these specialists to create new textiles and have (10) \_\_\_\_\_ appear twice a year, seasonally, encouraging people to buy more on a predictable schedule. Fashion prints were labelled *hiver* or *été* for winter or summer, (11) \_\_\_\_\_ corresponding accessories like parasols, face masks, and fans for summer; for winter, there were furs, capes, and muffs for men and women alike.

Of course, nowadays, fashionable accessories and clothes have come within the reach of ordinary people. The traditional craft of dressmaking, (12) \_\_\_\_\_ usually involved sewing (13) \_\_\_\_\_ hand, was both costly and slow. But today, large-scale manufacturing has made it easier for people to keep (14) \_\_\_\_\_ with changes in fashion (15) \_\_\_\_\_ having to spend a great deal of money.

(15 points)

### Task 5: Mozambique

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 in the same line.

The task begins with an example (0).

Remember to write your answers on the separate Answer Sheet.

In the past decade, the (0) African country of Mozambique has developed its tourism greatly. Mozambique has a very (1) \_\_\_\_\_ multi-cultural history and is home to many different tribes and wondrous nature. The tribes have lived peacefully together and have a wide range of (2) \_\_\_\_\_, such as agriculture and making traditional (3) \_\_\_\_\_. What visitors seem to enjoy the most is going to tribal villages and engaging in local activities. Having an (4) \_\_\_\_\_ to interact with the local people seems to be the highlight of any itinerary there. In the last few years, Mozambique has welcomed over one million visitors, which made tourism the third most vital source of foreign exchanges.

Other attractions that tourists delight in are Mozambique's picturesque hiking trails and lovely (5) \_\_\_\_\_ beaches and its unique (6) \_\_\_\_\_ features. It has breath-taking lakes of amazing depths and (7) \_\_\_\_\_ mountains, second to only Tanzania on the continent.

When considering everything, Mozambique is (8) \_\_\_\_\_ placed to continue developing and increasing its tourist trade even more than it is doing at the moment. One way is by offering a (9) \_\_\_\_\_ of project holidays, allowing tourists to be more actively participating in multiple programs. At the same time, this could help avoid mass tourism that has been a rather (10) \_\_\_\_\_ negative impact, causing pollution and over-crowdedness in other areas of similar natural beauty.

- (0) AFRICA
- (1) FASCINATE
- (2) OCCUPY
- (3) JEWEL
- (4) OPPORTUNE
- (5) GOLD
- (6) GEOGRAPHY
- (7) MAGNIFY
- (8) IDEAL
- (9) VARY
- (10) FORTUNE

(10 points)

**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 **FOUR** 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 separate Answer Sheet.

(0) She lets her kids do exactly what they want when they are on holiday. (**own**)

She lets her kids get their own way when they are on holiday.

(1) I think Ann is too young to look after her sister. (**care**)

I think Ann isn't old \_\_\_\_\_ of her sister.

(2) The last time Bob saw Meredith was the day they left school. (**seen**)

Bob has \_\_\_\_\_ the day they left school.

(3) My grandfather put up a fence so that people didn't walk on his garden. (**prevent**)

My grandfather put up a fence \_\_\_\_\_ walking on his garden.

(4) I am eager to see my relatives again in the summer. (**looking**)

I'm \_\_\_\_\_ my relatives again in the summer.

(5) Mark finally managed to upload his video on YouTube. (**succeeded**)

Mark finally \_\_\_\_\_ video uploaded on YouTube.

**(5 points)**

**THIS IS THE END OF THE TEST**