



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 2021. / 2022.



Ime i prezime učenika: _____

Zaporka: _____
(zaporka se sastoji od riječi i pet slova, a određuje je učenik)

Kategorija natjecanja: 4A, 4B, Lista C (zaokružiti)

DRUGI DIO TESTA:

Slušanje s razumijevanjem:	10 bodova
Čitanje s razumijevanjem:	10 bodova
Uporaba jezika:	30 bodova
Ukupno:	50 bodova

Napomena:

Svi odgovori moraju biti prepisani na List za odgovore.

Sadržaj ove testne knjižice NEĆE se bodovati.

PART 2 - Task 1: LISTENING COMPREHENSION

Task 1: "Time isn't the main thing, it's the only thing."

You will hear a recording about time management. Listen carefully to the instructions. For each of the questions 1- 5, choose ONE answer (A, B or C) that fits best according to the recording. Write the corresponding letter (A, B or C) 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) When Miles Davis voiced his view on time

- A he was referring to the rhythmical time in musicality.
- B he was speaking about the manner in which the individual needed to plan their time.
- C it is not exactly certain which instance of time he was addressing.**

(1) According to the psychologist Adam Grant

- A the secret of being productive is directly related to time management.
- B there is not need to prioritize people and projects that are important to us.
- C attention management is the key to controlling our time.

(2) The speaker states that we lose point of convergence because

- A technology has made a melting pot out of our lives.
- B of the recent pandemic.
- C the human brain is naturally able to accommodate for multi-tasking.

(3) According to the speaker, technology has

- A improved our ability to use time wisely.
- B made our lives efficient.
- C dressed us to allow external distractions to direct our focus.

(4) The author states it has become a habit that we

- A hinder ourselves from paying attention.
- B consciously decide how to spend our time.
- C disregard external distractions.

(5) Grant claims that the main reason for decreased productive capacity is

- A a lack of motivation.
- B our innate perception of what being efficient means.
- C a misunderstanding of our virtues.

- (6) If a person is striving to be more productive, he/she needs to**
A concentrate on their time management skills.
B analyse how they spend their time.
C pay close attention to what keeps one preoccupied.
- (7) A person with developed attention management skills is one that**
A has less and less quality time at hand.
B is able to choose and take control over one's priorities.
C is more likely to spend time daydreaming.
- (8) Research shows that attention management is a collection of behaviours including**
A daydreaming, concentration, presence and flow.
B daydreaming, concentration, presence and exercise.
C daydreaming, choice, presence and focus.
- (9) According to Maura Thomas, undivided focus is achieved in the**
A Reactive and Distracted Quadrant.
B Focused and Mindful Quadrant.
C Flow Quadrant.
- (10) The article concludes that**
A one needs to control one's life in order to control one's attention.
B one needs to determine whether experiences or attention control one's life.
C one needs to dominate attention so as to have control over life.

(10 points)

TASKS 2-3: READING COMPREHENSION

Task 2: Ethical Hacking

Choose which of the sentences A - G from the box best fits into the numbered gaps 1 - 5. There is one extra sentence which does not fit any of the gaps. Write the corresponding letter on the Answer Sheet.

The task begins with an example (0).

Remember to write your answers (A, B, C, D, E, F or G) on the Answer Sheet.

Ethical hackers are white hats mandated by clients who want their own IT-security to be assessed. (0) G All pen testers are ethical hackers, but ethical hackers do not limit themselves to penetration tests. They can use other tools or even social engineering skills to stress and evaluate their client's IT-security.

(1) _____ He will look for vulnerabilities that could be exploited by malicious hackers, both in the physical world and in the virtual one. In ethical hacking, the conductor of the attack is the target itself or, more precisely, the target's representative who mandated the ethical hacker to stress and assess the target's IT-security. (2) _____ Ethical hackers adopt a strict code of conduct that protects their relationship with their clients and their client's interests. Such a code of conduct sets a frame for their attitude. It describes rules that the ethical hacker must abide by. (3) _____ This fosters the creation of a trusted relationship similar to the special relationship between a medical doctor and his or her patients, or between a lawyer and his or her clients. (4) _____ Indeed, during the course of such an attack, the ethical hacker might discover trade secrets or other very sensitive data about his or her client's activities, as well as personal data about employees. The company needs to trust that the ethical hacker will not misuse his or her potential privileged access into its IT-infrastructure in order to introduce backdoors or to infringe privacy, neither during the mandate, nor after the contract is fulfilled.

The typical content of such a code of conduct contains rules which guarantee that the ethical hacker will get written permission prior to stressing and assessing his or her client's IT-security, will act honestly and stay within the scope of his or her client's expectations, will inform software and hardware vendors about found vulnerabilities in their products. (5) _____ Different curricula even propose training and certifications in order for a hacker to become a certified ethical hacker (CEH).

- A. These rules also aim at protecting the ethical hacker and making his or her work legal de facto.
- B. In comparison, the conductor of a black hat's attack is never the target itself, but either the black hat or a third party—different from the target—if the black hat acts as a mercenary.
- C. An ethical hacker will try to act similarly to a black hat but without causing any tort to the company.
- D. These rules prevent the ethical hacker from taking any personal advantage of his relationship with his client.
- E. The client's trust is of utmost importance in order for the ethical hacker to get the contract and to be granted permission to maybe successfully penetrate the system.
- F. Ethical issues are evaluated according to a collection of ethical values and moral principles in regards to objectives and behaviours in a specific context.
- G. **They abide by a formal set of rules that protect the client, in particular its commercial assets.**

(5 points)

Task 3: Tradition in America's National Parks

Read the following text and questions.

For statements 1-5, choose the correct answer: T (true) or F (false). Write only the letters T or F on the Answer Sheet.

There is an example (0) at the beginning.

Remember to write your answers on the Answer Sheet.

The concept of a "national park" is an American innovation that, in part, grew out of the conservation movement that began in the nineteenth century.

In myriad ways, the creation of national parks in the United States not only displaced Native peoples but also displaced traditional ecological practices that had sustained Indigenous peoples and ecosystems in what are today parklands. These effects reflected a Western worldview that interpreted North America as a wild, rather than a meaningfully inhabited, landscape. Over time, in many places, this fiction was made manifest as Native people were displaced from "wilderness" parks and as plant communities were changed in ways that often concealed scenic vistas, increased fire hazards, reduced biological diversity and resiliency, and otherwise detracted from the ecological and scenic values of parks.

These outcomes are both ironic and instructive: US national parks stand as cornerstones in the history of land conservation, both nationally and globally. Not only are national parks like Yellowstone, Grand Canyon, Yosemite, Crater Lake, Olympic, and Glacier Bay widely admired but, as "crown jewels" within the world's first national park system, they were also early models of land conservation, inspiring the development of parks and protected lands internationally. In spite of this reputation, a growing academic literature and political recrimination from both the left and the right have problematized the national park model in the United States and beyond. Portions of these critiques are particularly germane to this volume and to the experiences related to protected areas in Canada. A recurring theme is that the creation of national parks and other protected areas has commonly displaced Indigenous peoples from their ancestral homelands with a range of damaging cultural, social and ecological effects. Through this process, not only did indigenous people lose their title to lands once occupied by their settlements, burials, sacred places, but federal agencies have in addition often significantly restricted further tribal access to those lands through a myriad of mechanisms, in effect completely cutting them off from key portions of their original territories.

Nevertheless, the concept of wilderness persisted throughout the history of US national parks and it continued to shape the parks policy almost to this day. Recent NPs efforts to re-establish gathering rights within parks, a remarkably complex corrective discourse in which documentation of Native American land management has been of paramount importance. In this respect, the US experience can serve as counterpoint, a cautionary tale, for policymakers considering First Nations interests.

- (0) The term “national park” was introduced in the 19th century. **T**
- (1) North America came across as a desolated environment because it lacked in the variety of animals, plants, and microorganisms. _____
- (2) Soon it became obvious that indigenous plant communities remained intact and maintained biological diversity. _____
- (3) The relocation of indigenous people had a partial effect on burial ceremonies and religious gatherings. _____
- (4) The Academic community questioned the model of national parks in the USA and worldwide. _____
- (5) American national parks were often recognised as frameworks to creation of protected areas in different parts of the world as well. _____

(5 points)

TASKS 4-6: USE OF ENGLISH

Task 4: Global Hunger

Read the following text. Identify the words which are either incorrect grammatically or do not fit in with the meaning of the text. *Remember: some lines are correct.*

If a line is correct, put a tick (✓) in the appropriate place on the Answer Sheet. If there is an incorrect word in the line, write the correct one in the appropriate place on the Answer Sheet.

The task begins with two examples, (0) and (00).

Remember to write your answers on the separate Answer Sheet.

Urgent action needed	
A UK government-commissioned study into food security <u>had</u> called for urgent action to avert global hunger.	(0) <u>has</u>
Professor Beddington was the first to warn of a growing population, climate change and diminishing resources for food production.	(00) <u>✓</u>
The Foresight Report says the current system is unsustainable and will fail to end hunger unless radical redesigned. The report highlights fears that currently rapid increases in yields come at the expense of sustainability, and that unless action is taken, hunger and malnutrition will become growing problems. It is the first study across a range of disciplines deemed to have put such fears on firm ground. It is the culmination of a two-years study, and according to the chief scientific adviser the study provides compelling evidence for governments to act now. The report emphasis changes to farming, to ensure that increasing production does not come at the expenses of sustainability and to provide incentives to the agricultural sector that addresses malnutrition. It also recommends that the most resource-intensive types of food are curbed and that waste is minimised from food production.	(1) _____
	(2) _____
	(3) _____
	(4) _____
	(5) _____
	(6) _____
	(7) _____
	(8) _____
	(9) _____
	(10) _____

(10 points)

Task 5: Beauty

Read the following text. For gaps 1-10, choose one 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 Answer Sheet.

Beauty

Hernandez and McCollough are highly respected US designers who give a (0) C explanation of their view on beauty. According to them- a person's definition of beauty is an abstract, complicated and highly personal ideal that becomes a (1)_____ light throughout life. We crave what we consider beautiful, and that craving can easily develop into desire, which in (2)_____ becomes the fuel that (3)_____ us into action. Beauty has the power to (4)_____ aspiration and passion, thus becoming the impetus to achieve our dreams.

We often deal with beauty as a physical manifestation. But beauty can also be an emotional, creative and deeply spiritual force. Its very essence is (5)_____. It can take on limitless shapes, allowing us to define it by what makes the most sense to us.

We are extremely (6)_____ to be living at a time when so many examples of beauty are being celebrated and honoured, and more (7)_____ and diverse standards are being set, (8)_____ of race, gender, sexuality or creed. Individuality is beautiful. Choice is beautiful. Freedom is beautiful.

Beauty will always have the power to inspire us. It is that enigmatic, (9)_____ muse that keeps you striving to be better, to do better, to push harder. And by that definition, what we all need most in today's world is (10)_____ simply more beauty.

- | | | | | |
|-----|-------------|---------------|--------------------------|-----------------|
| (0) | A detail | B unfolded | <u>C detailed</u> | D all-inclusive |
| (1) | A guiding | B leading | C beaming | D shining |
| (2) | A essence | B reality | C addition | D turn |
| (3) | A sets | B blazes | C ignites | D propels |
| (4) | A spawn | B repellent | C quell | D subdue |
| (5) | A unvarying | B polymorphic | C direct | D uniform |
| (6) | A fortunate | B unlucky | C inauspicious | D disadvantaged |

- | | | | | |
|------|-----------------|-------------|-----------------|--------------|
| (7) | A exclusive | B inclusive | C comprehensive | D overall |
| (8) | A inconsiderate | B derelict | C regardless | D unheeding |
| (9) | A fathomable | B ethereal | C palpable | D unknowable |
| (10) | A nevertheless | B however | C perhaps | D thus |

(10 points)

Task 6: Guernica

Read the following text.

For gaps 1-10, think of the word that best fits each numbered space. The first letter of each word is given and definitions are provided.

Use ONLY ONE word each time.

The task begins with an example (0).

Remember to write your answers on the Answer Sheet.

The scene (0) depicted in Guernica is a room full of moving, screaming and dying adults, children and animals. Most of the individual images are also symbols. On the left, a bull (1) p_____ by jagged shrapnel (its wounds and its passivity suggest man is in trouble) stands over a wailing woman with a dead child in her arms (as in *The Pietà* image, the age-old suffering of women in war). In the centre a horse (representing innocent people) is (2) w_____ in agony from a terrible injury in its side. Underneath the horse are the (3) s_____ remnants of a dead soldier; in the grip of the hand on his severed arm is a broken sword out of which a flower grows. On the palm of his other hand signs of the *stigmata* of Christ are visible, indicating (4) m_____. Above the dying horse is a blazing light (symbolizes (5) i_____ bombs that fell on the town), which is also (6) r_____ of the bare bulb in a prison cell (symbolising torture). On the horse's right, an open-mouthed woman seems to have stuck her head and arm through a window (as a horrified observer). In her hand she holds a lighted lamp. Another (7) c_____ woman moves from the right towards the light in the centre (8) (as a d_____ victim). On the extreme right of the room, a figure screams in agony as it is engulfed by flames representing an innocent victim.

There are numerous other symbols and fragments in *Guernica*. They include a dove which stands for peace, part of whose body forms a light-(9) e_____ a crack

in the wall (meaning hope); as well as knife-points in place of the tongues of the bull, horse and wailing woman (perhaps indicating the sharpness of their pain). In addition, two supposedly **(10)** 'c_____ images' have been identified: a human skull whose shape is formed by the nostrils and upper teeth of the horse; and the skull-like head of another bull formed by the angle of its front leg.

(0) to illustrate, portray; to describe something in words, or give an impression of something in words or with a picture;

(1) puncture, probe; making a hole into or through something using a sharp point;

(2) weeping, wailing; to make a long, high cry, usually because of pain or sadness;

(3) crumble, crush; broken into very small pieces;

(4) agony, sacrifice; an occasion when someone suffers or is killed because of their religious or political beliefs;

(5) incendiary, combustible; designed to cause fires;

(6) evocative, redolent; making you remember a particular person, event or thing;

(7) demented, confounded; unable to think clearly or to understand something, not clear and therefore difficult to understand;

(8) groggy, distressed; very confused and unable to think clearly;

(9) emanate, eject; to send out a beam, noise, smell, or gas;

(10) hidden, camouflaged; kept hidden or where it cannot easily be seen;

(10 points)

THIS IS THE END OF THE TEST