



Agencija za odgoj i obrazovanje
Education and Teacher Training Agency



MINISTARSTVO ZNANOSTI
I OBRAZOVANJA
REPUBLIKE HRVATSKE

DRŽAVNO NATJECANJE IZ ENGLESKOGA JEZIKA
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TAPESCRIPT FOR LISTENING COMPREHENSION

Good morning. May I have your attention, please?

This is the listening part of the State Competition test.

There are two tasks in the listening part. You will hear each recording twice and you will have time to read through the items in each task before the recording starts.

While you are listening, write your answers on the task itself. You may cross out your answers, change them, make notes, or underline words if you wish.

After the second listening, you will have 1 minute to check your answers and copy your FINAL answers on the separate Answer Sheet. You must do this carefully and clearly, and you must not change what you write on your final Answer Sheet in any way.

Open your tests at page 1.

Task 1.

You will hear six speakers, each talking about a different aspect of environmental issues and their personal actions. Match each speaker (1-5) with the main issue or action they are addressing (A-H). There are two additional statements that do not match any of the speakers. The task begins with an example (0).

You will hear the recording twice, and there will be a short pause between the two listenings. You can write your answers during both the first and the second listening. After hearing the recording for the second time, you will have one minute to check your answers and copy them on the separate Answer Sheet.

You now have 30 seconds to read through the statements in Task 1.

(30 seconds)

You will now hear the recording.



Speaker Zero: "I can't understand the majority of people – why aren't you concerned about what you breathe? All those cars and motorbikes and their exhaust fumes in our city are terrible! Using public transportation instead of personal vehicles can significantly reduce our carbon footprint. I actively promote the use of buses, trams, and trains instead of cars in my community as it helps improve the quality of air. I have even convinced my parents to use their cars as little as possible. They started commuting by bus last year and I am so proud of them."

Speaker One: "I believe that waste is a major problem affecting our environment. I get so angry when I see the amount of plastic that people, especially young people such as myself, use once and then throw away! I have grown up carrying a reusable water bottle and cloth bags. My family is very eco-friendly: we are careful about how much water, electricity and other resources we use and waste. I have started a campaign to encourage people to use reusable water bottles, bags, and containers to reduce single-use plastics. It's a small step, but it can make a big impact."

Speaker Two: "I simply cannot understand people who don't get the importance of the danger we are facing. After all, don't you realise we cannot survive without clean water? For me, saving it is crucial, especially in regions facing shortages, such as large parts of Africa. I've been spreading awareness about simple practices like fixing leaks, using a broom instead of a hose, and installing water-saving devices. Every drop counts! We can all do our part."

Speaker Three: "We all love walking through forests and fields, taking in all the fresh and sweet scents and listening to the calming sounds nature has to offer. And then we go back to our grey and dirty concrete streets and buildings. That is why I find unacceptable that the green spaces in our urban areas are disappearing. I'm passionate about keeping the parks and other patches of green in the city, as well as re-planting different kinds of plants, especially shrubs and trees, wherever possible. Our school club focuses on planting trees and shrubs in vacant lots and public spaces to create more green areas for everyone to enjoy."

Speaker Four: "No man is an island...or a tree. Hahahaha. We are all part of a community. My idea is that everyone has to do their part because keeping our neighbourhood clean is a collective effort. I've been involved in organizing events to



pick up litter, tackle overflowing trash cans, clean up ponds and water streams, reduce pollution, and instil a sense of pride in our community. It's amazing to see the positive impact of these events. I am proud of my neighbours, kids and grown-ups alike, for what they have been doing lately for the benefit of us all."

Speaker Five: "Many people think that only big organisations or big players matter and can make an actual change. The truth is that every little act counts. Think globally, act locally. Even if you do it with only a few friends, your joint efforts can still make a great impact. Personally, I joined my neighbourhood group called "Greener community" by volunteering my time and donating funds to their initiatives. These local groups play a crucial role in making a broader impact immediately visible in the community. It's essential to contribute to larger efforts for environmental sustainability."

(Count silently to 5 and then say the following:)

You will now hear the recording again.

(After the second reading, say the following:)

You now have 1 minute to check your answers and copy them on the Answer Sheet.

(After 1 minute, say the following:)

This is the end of the first listening task. Now please turn your attention to page 2.

Task 2.

You will hear a teacher giving information to students about their school trip next week. For each item 1-5 choose the correct option A, B, or C. The task begins with an example (0).

You will hear the recording twice, and there will be a short pause between the two listenings. You can write your answers during both the first and the second listening. After hearing the recording for the second time, you will have one minute to check your answers and copy them on the separate Answer Sheet.

You now have 30 seconds to read through the statements in Task 2.

(30 seconds)

You will now hear the recording.



Right, now, settle down! Listen carefully, I have some last-minute information about our trip to Edinburgh next week.

We are meeting at the school gate, not in the school hall as previously announced. The coaches cannot enter the school grounds due to their size. We definitely want to avoid the rush hour and arrive in Edinburgh at about half past ten. The coaches have to leave at a quarter past nine. Please, be there at a quarter **to**, so that we can all board the coaches on time.

Our plan for the trip includes visiting several landmarks, the National Museum of Scotland and Edinburgh Castle being the most prominent ones. But we start our day with the *Underground Vaults Tour* that you have all voted for. Also, since we plan on visiting the Palace of Holyroodhouse in the afternoon, I have an assignment for you. I want you to take out your pencils and write the name down, so that you can do some research online for your homework. It is Holyroodhouse, that is H – O – L – Y – R – double O – D – H – O – U – S – E. OK?

I have already mentioned that the entry to the museum is free, but the entrance to the Castle and Vaults, as well as the Palace, is not. Since your parents have already paid 40 pounds for the tickets to the Castle and Vaults, don't forget to bring 30 pounds with you so that we can pay for the tickets and guides to the Palace.

We will have some free time before we head home in the late afternoon, so you can have a stroll through the streets and buy some souvenirs. Our lunch has been booked and paid for in advance, and you can carry your water bottles with you, as you usually do on the school trips. There is no need for too much extra money in your pockets or you'll end up spending it all on sweets. Any questions?

(Count silently to 5 and then say the following:)

You will now hear the recording again.

(After the second reading, say the following:)

You now have 1 minute to check your answers and copy them on the Answer Sheet.

(After 1 minute, say the following:)

This is the end of the second listening task. This completes the listening part of the test.

You may now continue with the other parts of the test.