



Agencija za odgoj i obrazovanje  
Education and Teacher Training Agency



REPUBLIKA HRVATSKA  
Ministarstvo znanosti,  
obrazovanja i mladih

## ŠKOLSKO NATJECANJE IZ ENGLESKOGA JEZIKA za 4. razred srednje škole

ŠKOLSKA GODINA 2025./2026.



Zaokruži broj (1 ili 2) kategorije u kojoj se natječeš:

- 1 Kategorija 4A: gimnazije
- 2 Kategorija 4B: ostale srednje škole

Zaporka:

(zadana riječ)

### TEST

Čitanje s razumijevanjem:	12 bodova
Uporaba jezika:	38 bodova
<b>Ukupno:</b>	<b>50 bodova</b>

Svi odgovori moraju biti prepisani na list za odgovore. Sadržaj ove testne knjižice ne bode se.

<b>Tasks 1 and 2: READING COMPREHENSION</b>
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**Task 1**

**Read the text below. For questions 1–6, choose the correct answer (A, B, C or D). Remember to write your answers on the separate Answer Sheet.**

**Why Teenagers Lose Sleep**

For many teenagers, sleep involves balancing good intentions with continuous negotiation. You may know that eight hours is ideal, yet homework stretches late, scrolling continues longer than planned, and a friend pings you just after you switch off the light. Researchers warn that this mix of routine and interruption matters. Studies show that late-evening device use is linked to poorer sleep, shorter sleep duration and greater tiredness the next day. The issue is not only how long you use a device but also when you use it, how you interact with it and how stimulating the content is for an already tired brain.

Blaming phones for poor sleep oversimplifies the situation. Evidence from studies indicates that timing predicts next-day fatigue more reliably than the total amount of screen time. A few late-night checks can be more draining than half an hour of browsing earlier in the evening. Content also makes a difference. Emotionally charged threads, competitive games or rapid social exchanges can keep the body alert long after the phone is put away, while calm music or a dull article usually has little lasting effect. In other words, the device is mainly a vessel; what is poured into it, and when, shapes its impact on sleep.

Chronotype, the natural body clock, further complicates the issue. Some people function best early in the day (“larks”), while others peak later (“owls”). School schedules, however, usually favour larks. When an “owl” pushes work deep into the night only to rise early regardless, the result is social jetlag - a mismatch between personal biology and school demands. In these cases, phones often become a convenient scapegoat as they fill the midnight gap, but they are frequently a symptom rather than the cause. They merely fill the time created by misaligned timetables.

If the causes are complex, the fixes don’t have to be harsh. Sleep specialists suggest reordering the pre-bed routine instead of imposing a total ban on devices. This may

include doing demanding tasks earlier, switching from bright and interactive media to calm audio, using Do Not Disturb to silence notifications and keeping chargers out of easy reach. The goal is to design an evening environment where calmness becomes the simplest option.

Technological tools can help but only to a limited extent. Dark mode and blue-light filters reduce some visual alerts but do not address the social stimulation that disturbs sleep. App timers and parental controls may support healthier habits, but they work best when parents and teenagers agree on rules and reasons instead of using them purely for monitoring. School policy matters too: later start times in secondary schools are linked with better sleep and attendance because they reduce social jetlag. And the basics still count: regular bed and wake times, a cooler bedroom and a predictable wind-down routine support more stable sleep.

Perhaps the most significant change is psychological. Many people treat eight hours of sleep as a must and see any shortfall as personal failure. This turns sleep into a performance, adding pressure to an already delicate process. Sleep is not a test; it is a rhythm that needs support. If one night is short, the aim should be adjustment rather than self-reproach: morning light to reset the body clock, strategic napping and a calmer evening routine the following day. Heavy, late and highly stimulating media use does affect sleep, but the overall message is hopeful. With thoughtful changes to habits, technology use and daily schedules, nights can become more restful and mornings less punishing. The perfect night may be mythical; a better one is entirely achievable.

(1) What does research suggest about screens and teenage sleep?

- A) Late-night, high-stimulation screen use leads to greater daytime fatigue.
- B) The total daily amount of screen time determines the next-day tiredness.
- C) Sleep problems mainly reflect a lack of self-discipline rather than external factors.
- D) Using a phone briefly before bed generally helps sleep by tiring the brain.

(2) Which statement **cannot** be found in the second paragraph?

- A) Highly stimulating content can keep the body alert even after the screen is off.
- B) Timing may be a stronger indicator of fatigue than how long screens are used.
- C) Engaging with the media early in the evening doesn't affect sleep.
- D) The device itself functions largely as a neutral container.

**(3)** What role do phones most often play in relation to social jetlag?

- A) They occupy the late-night hours opened up by poor schedule fit.
- B) They are the primary cause of social jetlag in most students.
- C) They realign teenagers' body clocks to school timetables.
- D) They eliminate the need for consistent bedtimes.

**(4)** What overall strategy for improving sleep does the author recommend?

- A) Replacing electronic devices with more stimulating evening activities.
- B) Establishing a setting that naturally promotes relaxation before sleep.
- C) Enforcing a strict ban on all devices after a set hour.
- D) Ignoring notifications to build mental discipline.

**(5)** What is the main limitation of blue-light filters and dark mode?

- A) They are effective only when combined with strict parental controls.
- B) They can make it harder for users to see screens clearly at night.
- C) They don't address the interactions that keep people awake.
- D) They stop working after prolonged screen use.

**(6)** What mistaken attitude toward sleep do people often adopt?

- A) Treating sleep as something to master rather than to sustain naturally.
- B) Believing that longer sleep always leads to better performance.
- C) Ignoring the importance of light exposure in maintaining rest.
- D) Assuming that media use has no real effect on rest quality.

Adapted from <https://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-023-15579-x>

**(6 points)**

## Task 2

Read the following article. Choose which of the sentences A-H best fits into the numbered gaps 1-6. There are two extra sentences that do not fit any of the gaps. The task begins with an example (0). Remember to write your answers on the separate Answer Sheet.

### Reading in the Digital Age

For centuries, books have been at the heart of human civilization. From the handwritten manuscripts of medieval monasteries to the mass-produced volumes of the printing revolution, books have shaped how people think, communicate, and understand the world. **(0)** .I.

In the twenty-first century, however, the nature of the book is being redefined. The rise of digital technology has altered not only how books are read and valued, but also how they are made and distributed. This transformation is not without cost though, as it challenges the financial foundations that have sustained the industry for centuries. **(1)** ... One of the most significant ones is open-access publishing, which allows scholarly works to be made available online free of charge. Anyone can now download the same materials that were once hidden behind paywalls.

Research suggests that open-access books have wider circulation than those sold through conventional publishing channels. They are cited more frequently and shared more widely across digital platforms. **(2)** ... Social media, blogs, and online encyclopaedias such as Wikipedia regularly link to these books, expanding their visibility far beyond academic circles. Consequently, knowledge is available to everyone.

However, open-access publishing also raises questions about fairness. If readers no longer pay for books, what happens to the publishers who produce them? Historically, publishers invested in printing, editing, marketing, and distribution, taking on financial risk in exchange for profit. Recent changes have introduced new expectations about who should pay for the spreading of knowledge. **(3)** ... Scholars now pay a publication fee to make their work freely available. While this increases access, it can also disadvantage authors without institutional funding.

Digital technology has also changed the experience of reading itself. Online texts are searchable, hyperlinked, and portable. For many readers, this convenience has changed not only what but how they read. A single tablet or e-reader can store thousands of titles, and students can instantly highlight, annotate, or cross-reference information. **(4)** ... Critics argue that reading on screens encourages skimming and multitasking rather than the deep focus that print often promotes.

Beyond personal reading habits, the shift has cultural effects as well. For centuries, libraries were sanctuaries of learning - quiet spaces where people gathered in shared respect for knowledge. **(5)** ... New hybrid environments are emerging, combining digital access with physical spaces for workshops, exhibitions, and social activities for readers of all kinds.

One thing is certain: the digital revolution has compelled us to rethink what a book truly is. **(6)** ... Still, the book's essence lies not in the format but in the function - to record, to share, and to inspire. As technology continues to reshape the landscape of knowledge, our task is to ensure that this new era of reading remains open, fair and enriching for all.

**A** So an “author-pays” system has been used to cover publishing costs.

**B** Since it's no longer confined to paper, it can now be an interactive file, an audiobook, or a living digital archive.

**C** For this reason, many worry that shared reading traditions are fading.

**D** Some bookworm havens have been very creative in protecting that role.

**E** Yet these benefits may have unintended consequences.

**F** As a result, new publishing models have appeared.

**G** This global reach is strengthened by the interconnected nature of the internet.

**H** Publishers have even begun reducing editorial services to lower production costs.

**I** ~~They have always been sources of entertainment, instruments of social change and a constant companion in humanity's search for meaning and progress.~~

**(6 points)**

### Task 3

Read the following text and the options below. 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 (A, B, C or D) on the separate Answer Sheet.

#### How History Got Henry VIII Wrong

For centuries, Henry VIII has been portrayed as a cruel and overweight monarch whose six marriages ended in scandal and tragedy. This version, repeated endlessly in films, books and television, has become deeply familiar. However, many historians now argue that this image is **(0) A** and does not fully reflect the historical record.

When Henry came to the throne in 1509 at the age of 18, he was celebrated as a charismatic young ruler. Accounts from the time describe him as athletic and well-educated, with a genuine **(1)** ... for music, languages and courtly entertainment. Far from the **(2)** ... figure later paintings suggest, the young Henry was admired for his energy and confidence.

Over the centuries, though, popular storytelling has tended to **(3)** ... the truth. Many dramatic scenes linked to Henry - constant feasting, violent tempers and excess - come largely from stage and screen. One influential film, for instance, depicted him tearing into vast platters of food, a moment historians now consider **(4)** ... at best.

The stories of his six wives have also been coloured by myth and reduced to stereotypes. Recent scholarship shows their lives were marked by political pressure, court rivalries and accusations frequently **(5)** ... by powerful figures.

As interest in Tudor history grows, modern documentaries present a more nuanced view. Some emphasise how illness and insecurity in Henry's later years may have **(6)** ... his judgement, while others explore the perspectives of the women whose voices were long silenced.

Reconsidering Henry VIII doesn't **(7)** ... his faults. Instead, it reminds us that history includes interpretation, and that familiar **(8)** ... often need to be revised. It encourages readers to think about the **(9)** ... of evidence, imagination and

interpretation. Ultimately, Henry can become a cultural symbol, constantly **(10)** ... by each generation, yet never fully understood - a legacy both compelling and elusive.

- |                          |               |                |                |
|--------------------------|---------------|----------------|----------------|
| <b>(0)</b> A) incomplete | B) simplified | C) intentional | D) selective   |
| <b>(1)</b> A) reputation | B) engagement | C) enthusiasm  | D) skill       |
| <b>(2)</b> A) older      | B) bloated    | C) distant     | D) formal      |
| <b>(3)</b> A) distort    | B) adjust     | C) echo        | D) reinterpret |
| <b>(4)</b> A) theatrical | B) stylised   | C) embellished | D) exaggerated |
| <b>(5)</b> A) influenced | B) shaped     | C) guided      | D) filtered    |
| <b>(6)</b> A) coloured   | B) clouded    | C) tempered    | D) veiled      |
| <b>(7)</b> A) erase      | B) overthrow  | C) expose      | D) withdraw    |
| <b>(8)</b> A) reports    | B) narratives | C) assumptions | D) impressions |
| <b>(9)</b> A) contrast   | B) interplay  | C) boundary    | D) tension     |
| <b>(10)</b> A) renewed   | B) recast     | C) represented | D) reinvented  |

<https://www.bbc.com/culture/article/20240902-how-history-got-henry-viii-wrong>

**(10 points)**



#### Task 4

Read the following article. For each gap numbered 1–10, think of one word that best fits into the text. Use only one word for each space. The task begins with an example (0). Remember to write your answers on the separate Answer Sheet.

#### E-bikes, E-scooters and the Shape of the City

Britain's roads are changing, and this shift is becoming visible in everyday life. (0) On weekday mornings you can see delivery riders on quiet e-bikes, students climbing hills that (1) \_\_\_\_\_ to demand far more effort in the past, and office workers travelling to train stations on shared e-scooters. Micromobility is often promoted as a way to clean the air, reduce traffic and make short trips more convenient. The reality is more complicated but (2) \_\_\_\_\_ general, quite positive.

In the UK, an electrically assisted pedal cycle is treated as a normal bicycle (3) \_\_\_\_\_ that it follows certain rules. The motor must stop when travelling (4) \_\_\_\_\_ more than 15.5 mph, the rider must use the pedals, and the minimum age is 14. Rental e-scooters are allowed only in government trials, (5) \_\_\_\_\_ include licence checks and geofencing. Private e-scooters, however, are illegal on public roads, even though they are widely sold.

Moving short journeys from cars to bikes helps the climate and also improves public health in the (6) \_\_\_\_\_ run. Shared bikes can reduce congestion around rail stations, although the effect is smaller if they replace walking (7) \_\_\_\_\_ than driving. Safety continues to be debated without agreement between supporters and critics.

E-bikes are heavier and faster and this can increase injury severity in crashes. However, good infrastructure lowers the risks with protected lanes and traffic-calming measures acting as (8) \_\_\_\_\_ most effective safeguards. In order to ensure passenger safety, some operators have banned certain models on trains with a view (9) \_\_\_\_\_ preventing battery fires caused by unsafe charging. So, regulations are becoming stricter. Overall, risk depends more on street design and speed than on the vehicle (10) \_\_\_\_\_.

(10 points)

## Task 5

Read the following text. Use the word given at the end of the line to form a new word that fits the context. The answer must consist of a single word that goes into the numbered space. The task begins with an example (0). Remember to write your answers on the separate Answer Sheet.

<p>For a generation used to next-day delivery and trends that disappear in weeks, wearing something “pre-loved” has become surprisingly fashionable. <b>(0) Resale</b> platforms promise a cleaner conscience and a lighter footprint, but the real story is less about virtue and more about the <b>(1)</b> _____ systems that move clothes through our lives.</p> <p>Let’s start with production. Textile manufacturing uses large amounts of water, land and energy, often going <b>(2)</b> _____ by shoppers. Synthetic fibres release microplastics, cotton farming needs huge volumes of water, and dyeing and finishing processes produce <b>(3)</b> _____ unless factories are strictly regulated. In Europe, textile consumption is one of the biggest sources of environmental pressure after food, housing and transport. This is why there is a push for a <b>(4)</b> _____ textiles plan: design items to last longer, collect used clothes separately, and improve the <b>(5)</b> _____ of materials.</p> <p>At first glance, the resale boom seems like an easy solution; every dress or hoodie sold again means one fewer new item. However, the reality is mixed. <b>(6)</b> _____ low prices and attractive apps can encourage people to buy more: someone might buy a jacket “because it’s cheap” and then barely wear it. Returns and delivery produce extra <b>(7)</b> _____. And when closets become too full, “donating” can turn into a quick way to get rid of clutter rather than a real attempt to extend a garment’s life.</p>	<p>(0) SELL</p> <p>(1) SUSTAIN</p> <p>(2) NOTICE</p> <p>(3) POLLUTION</p> <p>(4) CIRCLE</p> <p>(5) REUSE</p> <p>(6) PROPORTION</p> <p>(7) EMIT</p>
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<p>Exports add another complication. Huge bales of used clothes are sent abroad; some are resold, but many are dumped or shredded. European agencies warn about <b>(8)</b> _____ consequences for receiving countries when these exports are not properly controlled. None of this suggests that resale is <b>(9)</b> _____. It works best as part of a wider strategy: better design, repair services and honest labelling, supported by policies that make waste more costly.</p> <p>For students and young adults, the behavioural shift is part of the appeal: second-hand style can signal environmental awareness and care for the planet - as long as “thrifting” doesn’t turn into <b>(10)</b> _____ by another name.</p>	<p>(8) FORESEE</p> <p>(9) MEAN</p> <p>(10) WASTE</p>
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Adapted from: <https://www.eea.europa.eu/en/topics/in-depth/textiles>

**(10 points)**

## Task 6

For questions 1–8, find one word which is appropriate for all three gaps in each of the following sets of sentences. The task begins with an example (0).

Remember to write your answers on the separate Answer Sheet.

- (0) He swung a baseball bat and hit a home run in the game.  
As the sun set, they watched the bat fly through the evening sky.  
She needed to bat her eyelashes to get his attention.
- (1) You can \_\_\_\_\_ your taxes online this year.  
She decided to keep a \_\_\_\_\_ of all her correspondence.  
The dentist used a small \_\_\_\_\_ to smooth the rough edge of the tooth.
- (2) They found themselves in deep \_\_\_\_\_ after the report was leaked.  
The speech didn't \_\_\_\_\_ down his main argument; it strengthened it.  
When we go away, I'll need someone to \_\_\_\_\_ the plants.
- (3) After months of debate, they finally reached common \_\_\_\_\_ on the new policy.  
She needed to \_\_\_\_\_ her argument in solid evidence.  
His parents frequently had to \_\_\_\_\_ him for breaking the curfew.
- (4) The government will \_\_\_\_\_ companies that break environmental rules.  
He had a calm, distinguished face with \_\_\_\_\_ features.  
The weather turned out \_\_\_\_\_ after the storm passed.
- (5) The scientists are gathering to \_\_\_\_\_ an experiment on renewable energy.  
His poor \_\_\_\_\_ at the meeting shocked everyone.  
Metal wires \_\_\_\_\_ electricity better than plastic ones.

- (6) They managed to \_\_\_\_\_ the secret code after several days.  
He told a joke that made everyone \_\_\_\_\_ up with laughter.  
The detective noticed a small \_\_\_\_\_ in the suspect's story.
- (7) The artist was known to \_\_\_\_\_ inspiration from everyday life.  
The teacher asked the children to \_\_\_\_\_ a map of the village.  
Crowds began to \_\_\_\_\_ near as the ceremony started.
- (8) The city plans to \_\_\_\_\_ a series of concerts in the park this summer.  
Her career reached a new \_\_\_\_\_ when she moved into television.  
He tried to \_\_\_\_\_ the accident to claim the insurance money.

**(8 points)**

**THIS IS THE END OF THE TEST.**