



Agencija za odgoj i obrazovanje
Education and Teacher Training Agency



REPUBLIKA HRVATSKA
Ministarstvo znanosti,
obrazovanja i mladih

ŽUPANIJSKO 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

Slušanje s razumijevanjem:	12 bodova
Čitanje s razumijevanjem:	12 bodova
Uporaba jezika:	36 bodova
Ukupno:	60 bodova

Napomena: Svi odgovori moraju biti prepisani na List za odgovore.

Sadržaj ove testne knjižice NE boduje se.

Tasks 1 and 2: LISTENING COMPREHENSION

TASK 1: Six conversations

You will hear six short conversations. For each question, **1 - 6**, choose ONE answer (**A, B, C or D**) that fits best according to the texts. You will hear the recording twice. The task begins with an example (0).

- (1) You hear two friends talking about a school concert. How does the girl feel?
A Worried that she hasn't done enough practice.
B Nervous about performing in front of her family.
C Concerned that her clarinet doesn't sound right.
D Panicked because she had forgotten her instrument.
- (2) You hear a young singer talking about her childhood. What is she grateful for?
A Being encouraged to sing by her father.
B Being exposed to music at an early age.
C Inheriting her mother's talent as a singer.
D Being able to sing with one of her parents.
- (3) You hear two friends talking about a newspaper for teenagers. What do they agree about?
A How boring it is to read one regularly.
B How interesting it would be to write for it.
C How important it is to keep up with the news.
D How serious the news is.
- (4) You hear part of an interview with a farmer. What is he doing?
A Giving a thank you speech.
B Justifying his choice of career.
C Promoting an event he's involved in.
D Trying to sell an item.
- (5) You hear a girl telling a friend about climbing a mountain with her mother. What does she remember most clearly about reaching the top?
A Being glad that she'd followed her mother's advice.
B Feeling quite a bit of physical discomfort.
C Enjoying the beauty of the scenery around her.
D Learning a lot about herself.
- (6) You hear a school counsellor talking about an environmental project. Why is he talking to his class?
A To encourage them to remain involved in the project.
B To inform them about changes to the project.
C To remind them about a future project.
D To advise them about the timeline.

(6 points)

Task 2: Detours That Define Us

You will hear 6 people talking about travelling. For questions **1 – 6**, choose which speaker **A – F** best fits the question. Not all the speakers may be mentioned or they may be mentioned more than once. You will hear the recording twice. The task begins with an example **(0)**.

Which person...

~~B (0) was forced by circumstances to stay longer in a country than originally planned?~~

_____ (1)

expresses that their travel style is motivated by a desire to avoid popular tourist destinations?

_____ (2)

was surprised by a reaction?

_____ (3)

describes a situation where a family member's cautious advice proved correct?

_____ (4)

engaged in a physical activity that was highly uncharacteristic of their normal routine?

_____ (5)

suggests that the reality of a certain lifestyle is less glamorous than it appears online?

_____ (6)

gained a deeper appreciation for a traditional skill through hands-on involvement?

A: Amalia

B: Barry

C: Catherine

D: Diane

E: Elizabeth

F: Francesca

(6 points)

Tasks 3 and 4: READING COMPREHENSION

Task 3 – Why We Remember

Read the following text. For questions 1 - 6, choose the correct answer. **Write the corresponding letter (A, B, C or D).** There is an example (0) at the beginning. Write your answers on the Answer Sheet.

Neuroscientist Charan Ranganath challenges the common belief that memory works like a faithful, objective recording of past events. In his book *Why We Remember*, he proposes a different view: memory is a dynamic, constructive process that actively shapes how people understand themselves, relate to others, and make sense of the world around them. Rather than functioning as a passive storage system, memory constantly reorganises experience to support interpretation, decision-making, and future planning. Because of this flexibility, memories can change over time. Seen in this light, memory's apparent unreliability is not a flaw but a fundamental feature that allows humans to adapt and thrive over time.

A key principle underlying this perspective is error-driven learning. Memories are formed through networks of neural connections, yet these connections differ in strength and precision. When people attempt to recall information, their memories are often incomplete or distorted. Crucially, this imperfection serves a purpose: by comparing what is remembered with what actually happens, the brain can weaken ineffective neural pathways while reinforcing those that prove more accurate. In this way, mistakes help guide improvement rather than prevent it. Gradually, memory systems adapt and become more efficient.

This mechanism helps explain why active learning consistently leads to stronger memory than passive review. When learners actively retrieve information, they become aware of what they do not know or remember clearly. Tasks such as navigating a city without digital guidance or performing an activity rather than simply watching it, require sustained mental effort. That effort signals to the brain which information matters most. Passive exposure, by contrast, such as repeatedly rereading material, often feels productive while leaving memory largely unchanged.

Ranganath also invites readers to rethink forgetting, presenting it as a useful and often necessary function. If the brain retained every detail of experience, it would quickly become overloaded. Important information would be harder to access. Much like people regularly discard objects that no longer serve a purpose, the brain removes memories that are no longer useful. Forgetting therefore supports mental efficiency rather than harming it.

Age-related memory decline is frequently misunderstood. Ranganath argues that older adults can still form new memories, but they may struggle more with attention. Increased distraction allows irrelevant details to interfere with important information. As a result, memory problems often reflect difficulty selecting what matters, not an inability to learn.

To improve memory, Ranganath suggests three strategies. Distinctiveness involves linking memories to strong sensory impressions or emotions. Organisation means connecting new information to existing knowledge. Cues help memories emerge more easily in the right

situation, reducing the effort needed to recall them. Together, these strategies make memories easier to access when needed.

Finally, memory is shown to be deeply social. Conversations and shared stories shape how events are remembered. When people retell experiences, memories may subtly change, and details introduced by others can become part of personal recollection. Over time, the boundary between what was directly experienced and what was later added may become unclear.

- (0) What common idea about memory does Ranganath question?
- A That memory stores information permanently.
 - B That memory mainly exists to preserve the past.
 - C That memory becomes weaker because the brain ages.**
 - D That memory records events exactly as they happened.
- (1) According to the text, why are memory mistakes useful?
- A They prevent false memories from forming.
 - B They show which memories should be ignored completely.
 - C They help the brain adjust by comparing memory with reality.
 - D They allow people to remember details more precisely immediately.
- (2) Why is active learning described as more effective than passive review?
- A It forces learners to notice what they have not fully learned.
 - B It feels more challenging and therefore more motivating.
 - C It keeps attention focused for longer periods of time.
 - D It reduces the need to repeat information.
- (3) What is the main reason forgetting is presented as beneficial?
- A It removes memories that lack emotional importance.
 - B It helps the brain make space for more accurate memories.
 - C It prevents confusion by limiting how much is remembered.
 - D It helps the brain remove memories that are no longer useful.
- (4) What does the text indicate as the main reason older adults experience memory difficulties?
- A Increased difficulty controlling attention and distraction.
 - B A decline in the structure of how memories are stored.
 - C A reduced ability to store new information.
 - D A lack of practice in learning new material.
- (5) What is the shared purpose of Ranganath's three memory strategies?
- A To make memories stronger by linking them to emotion.
 - B To replace natural memory processes with techniques.
 - C To reduce the effort needed to recall information.
 - D To prevent memories from changing over time.
- (6) What does the final paragraph suggest about how memories change?
- A They become less reliable when people talk about them.
 - B They can be influenced by conversations and retelling.
 - C They improve in accuracy when shared with others.
 - D They gradually lose personal meaning over time.

Adapted from: <https://www.bbc.com/future/article/20240514-why-forgetting-is-beneficial>
(6 points)

Task 4 – Guardian of the Gorillas: A Life and a Mystery

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)**. Write your answers on the Answer Sheet.

Dian Fossey was far from the obvious choice to lead the most detailed study of mountain gorillas ever undertaken. She was trained as an occupational therapist rather than a zoologist, suffered from emphysema and had a fear of heights, all of which made working in remote mountain terrain particularly challenging. Nevertheless, what she lacked in formal scientific credentials she compensated for with exceptional determination and an intense emotional commitment to animals. **(0)** .1. When she arrived in Rwanda's Volcanoes National Park in 1967 and founded the Karisoke Research Centre, she quickly became aware that the gorillas faced an existential threat from habitat destruction and poaching.

Fossey's entry into primatology can be traced back to her meeting with the influential palaeoanthropologist Louis Leakey in 1963. Having established that human origins lay in Africa, Leakey believed that observing primates in their natural environments was essential to understanding human evolution. **(1)** ... At the time, gorillas were poorly understood and widely portrayed in popular culture as aggressive and dangerous creatures, a perception that Fossey's work would later challenge.

Establishing trust with the gorillas required patience, persistence and careful observation. Fossey began to imitate their behaviour, copying their feeding habits and physical movements in order to appear less threatening. Early errors, such as chest-beating, proved counterproductive because they signalled alarm rather than reassurance. **(2)** ... Gradually, she learned how to communicate calmness, which allowed her to remain close to the animals without provoking fear or hostility.

Another essential aspect of Fossey's approach involved her physical posture around gorillas. She avoided standing upright and instead moved by knuckle-walking so that she remained at the same level as the animals. **(3)** ... Over many years, this consistency enabled the gorillas to accept her presence fully, allowing Fossey to observe them at close range and conclusively dismantle the myth of gorillas as violent brutes.

Fossey's work reached a global audience in 1979 through David Attenborough's BBC series *Life on Earth*. Recording mountain gorillas was considered extremely difficult due to the rugged terrain and the animals' sensitivity to humans. **(4)** ... The filming coincided with a devastating personal loss for Fossey: the murder of Digit, her favourite silverback, who was killed by poachers while defending his family group.

Despite her grief, Fossey agreed to the filming, recognising that public exposure could help protect the gorillas in the long term. The resulting footage profoundly altered public attitudes and stimulated conservation efforts worldwide. **(5)** ... However, Fossey's increasingly uncompromising stance against poaching led to controversial actions, including confrontations with locals and strong opposition to conservation tourism initiatives.

Although Fossey's methods attracted criticism, her contribution to global awareness of mountain gorillas remains unquestionable. Her book *Gorillas in the Mist* further amplified her influence, but she would not live to witness the long-term impact of her work. **(6)** ... Fossey was murdered in 1985, and the circumstances of her death remain unresolved, highlighting the personal risks she faced while defending wildlife in a complex political and economic environment.

- A** For this reason, he initially doubted that filming the gorillas would be possible.
- B** Instead, she learned to imitate the sounds gorillas make when they are relaxed and content.
- C** This exposure played a crucial role in transforming public perceptions of gorillas.
- D** Consequently, gorilla populations didn't recover within a few years.
- E** This behaviour was intended to reduce any sense of threat and demonstrate peaceful intent.
- F** By that stage, she had accumulated both passionate supporters and powerful enemies.
- G** As a result, her findings couldn't gain the rapid recognition that she had aimed for.
- H** Such research would be less intimidating, more patient and less influenced by scientific preconceptions.

~~I These qualities would come to define her approach to research in the years that followed.~~

Adapted from: <https://www.bbc.com/culture/article/20251205-the-mysterious-murder-of-gorilla-researcher-dian-fossey>

(6 points)

Tasks 5 – 8: USE OF ENGLISH

Task 5 – The Guardians of the Sunken Citadel

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). Write your answers on the Answer Sheet.

The recent (0) **unearthing** of the so-called Blue Atoll Complex has triggered an (1) _____ global surge of (2) _____ interest, as governments and research institutions mobilise to safeguard what appears to be the architectural apex of a long-vanished maritime society. Preliminary reports had to be promptly withdrawn once several new chronometric (3) _____ revealed that the site predates previous estimates by several millennia, thereby overturning long-standing assumptions about early oceanic settlement patterns. The extraordinary (4) _____ of intricately crafted gold artefacts discovered within the island's cylindrical towers has led scholars to infer that the civilisation possessed forms of wealth concentration and metallurgical mastery far exceeding those of contemporary cultures. Contrary to a set of earlier academic (5) _____ to attribute such monumental construction to coerced labour systems, recent findings indicate that public works were not part of an (6) _____ civic framework, but were instead based on a highly structured system of shared responsibility. Each inhabitant was obliged to make a formalised contribution to the city's maintenance, a practice that produced a truly (7) _____ standard of urban sanitation management for the ancient world. In the present day, however, the archaeological zone has become almost impossibly overpopulated with competing research teams, prompting authorities to impose stringent (8) _____ protocols in order to mitigate the accelerating (9) _____ of delicate coral-stone formations. Researchers who manage to secure access often seek brief moments of relaxation in the shoreline encampment, where local coordinators provide modest (10) _____ before subaquatic surveys resume. Despite the ocean's persistent defiance in the form of corrosive currents and shifting sediment, the ruins endure as a monumental assertion of human adaptation, innovation, and collective agency.

- (0) EARTH
- (1) PRECEDE
- (2) HUMAN
- (3) ANALYSE
- (4) ABOUND
- (5) TEND
- (6) VOLUNTEER
- (7) PARALLEL
- (8) ADMIT
- (9) GRADE
- (10) FRESH

(10 points)

Task 6 – Global Cinema

Read the following text and the options below it. Choose the answer (A, B, C or D) that best fits each numbered space. The task begins with an example (0). Write your answers on the Answer Sheet.

The past decade has witnessed a dramatic realignment within global cinema, altering not only the narratives that circulate internationally but also the industrial conditions that govern their creation. For many filmmakers, the sheer scale of capital **(0) A** required to launch even a mid-tier production has grown, placing pressure on both studios and independent producers. Directors today are routinely **(1)** _____ with decisions that test their capacity to reconcile artistic ambition with commercial imperatives. Since the widespread adoption of high-end virtual stages has **(2)** _____ with the need for extensive location shoots, smaller teams have achieved levels of technical refinement once associated exclusively with major studios. Yet the most influential releases remain **(3)** _____ the control of multinational conglomerates. These firms now excel at **(4)** _____ up public anticipation long before a film's release, exploiting digital ecosystems to pre-shape expectations. Critics frequently **(5)** _____ back to the pioneering auteurs of earlier decades when debating the decline in originality, even as cinema evolves into a dense **(6)** _____ of technology and branding. To the **(7)** _____ eye, the move from practical effects to digital imagery may appear seamless, but, as is often the **(8)** _____ with emergent technologies, subtle decisions of authorship risk being obscured. A particular **(9)** _____ of thought continues to lead certain directors to insist on comprehensive oversight. Ultimately, a film's critical reception can be **(10)** _____ of its long-term standing within the cultural landscape.

(0) A <u>outlay</u>	B intake	C income	D annuity
(1) A ascribed	B saddled	C delegated	D designated
(2) A given in	B finished off	C broken up	D done away
(3) A underneath	B inside	C within	D below
(4) A whipping	B soaring	C provoking	D inciting
(5) A reminisce	B hark	C leap	D allude
(6) A relation	B stack	C amalgam	D linkage
(7) A unlearned	B vacant	C illiterate	D untutored
(8) A routine	B case	C occurrence	D matter
(9) A union	B class	C team	D school
(10) A liable	B conducive	C indicative	D determinable

(10 points)

Task 7 – The Anatomy of Transgression

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)**. Write your answers on the Answer Sheet.

The evolution of modern criminology has revealed a stark reality: the pursuit of justice is rarely a straightforward narrative of good versus evil. It has **(0) long** been known that systemic inequality acts as a primary catalyst for illicit activity, yet society's response often remains tethered to punitive models.

No sooner had a single misstep occurred **(1)** _____ a chain of consequences was set in motion, as the emergence of a career criminal is rarely overnight, and the descent is typically a protracted erosion of moral agency. For many, the initial lapse occurs because their desperate circumstances are **(2)** _____ odds with the legal earning potential of their environment. However, once the line is crossed, the legal machinery begins to grind. An offender may attempt to deflect, but eventually, they are forced to **(3)** _____ to terms with the gravity of their actions.

Interesting discrepancies often arise during testimony. **(4)** _____ a witness claim to have a memory like a sieve, the prosecution will often produce forensic evidence that tells a different story. For instance, a defendant might be proven to have forged documents with such meticulous precision **(5)** _____ to baffle even seasoned experts.

It should go **(6)** _____ saying that the gravity of a crime dictates the sentence. In **(7)** _____ to the primary offense, any aggravating factors will significantly alter the judicial outcome. **(8)** _____ the best efforts of defence attorneys to paint a particular incident as a storm in a **(9)** _____, the court must weigh the actual harm done.

Is every criminal a lost cause? This is the central debate. We must invest more in rehabilitation **(10)** _____ than focusing solely on incarceration, if we are to break the cycle of recidivism.

(10 points)

Task 8 – Gap Filling

For questions 1-6 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). Write your answers on the 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) The hotel is situated on a steep _____ overlooking the rocky coastline.
Many economists predict a sharp _____ in the value of the currency.
I'm afraid I'll have to _____ your invitation to the gala as I will be out of the country.

(2) I am very pleased with Jordan's effort, he _____ himself very well to the task in hand.
Of course, the comment she has made to Jenny, equally _____ to everyone here.
I really hope my son _____ for that scholarship, it would help us a lot.

(3) Nobody expected the team to _____ a comeback from the hole they've dug for themselves.
The broad-shouldered chestnut _____ was probably the most beautiful animal in the herd.
I was told it was the highest peak in the region, but to be honest, it felt more like a hillock than a real _____.

(4) Da Vinci painted The Last Supper by experimentally applying paint on dry _____.
Martha found it difficult to move after the accident, when most of her body was in _____.
We decided to _____ our teacher's car with mud as a joke.

(5) Mom gave him a stern look and warned him not to run his _____.
The folks gathered at the river _____ to celebrate the festival.
She looked like she wanted to _____ something, perhaps a goodbye, but she changed her mind and just stood there motionless.

(6) The lawyer confirmed that the _____ to the house had been signed and recorded.
She didn't want any praise; she simply felt that helping the neighbor was her one good _____ for the day.
They stood in silence for a moment, realizing the _____ was done and there was no going back.

(6 points)

THIS IS THE END OF THE TEST