

DRŽAVNO NATJECANJE IZ ENGLESKOGA JEZIKA
za 4. razred srednjih škola

ŠKOLSKA GODINA 2017. / 2018.

ZAOKRUŽI BROJ (1, 2 ili 3) LISTE U KOJOJ SE NATJEČEŠ:

- 1 Lista 4.A: gimnazije
- 2 Lista 4.B: ostale srednje škole
- 3 Lista C: školovani na engleskom jeziku duže od jedne školske godine

I UPIŠI ZAPORKU:

ZAPORKA (dobivena riječ): _____

DRUGI DIO TESTA

Slušanje s razumijevanjem:	5 bodova
Čitanje s razumijevanjem:	5 bodova
Uporaba jezika:	40 bodova

PART 2 - Task 1: LISTENING COMPREHENSION

Task 1: Interviewing for a Job

You will hear a recording about interviewing for a job. 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) The speaker believes that a person who is applying for a job should initially
- A write his or her final version neatly and cleanly before posting it.
 - B photocopy the application form and practice filling the copy in first.
 - C check if handwriting is illegible and make a final copy of the application form.
 - D send a photocopied application form to the company to impress them.
- (1) According to the speaker, what's most important when filling out the form is
- A to be sure to give lengthy and verbose responses in the space provided.
 - B to show how unsystematic and excessively casual you are.
 - C to make certain the information is very briefly and clearly expressed.
 - D to use a separate sheet for any extra information you wish to provide.
- (2) The speaker points out that personnel staff routinely
- A read application forms for each and every detail.
 - B reject one out of ten applicants based on writing skills.
 - C note the attention to details given by each applicant.
 - D read application forms quickly so as to note only the essential points.
- (3) In the speaker's opinion, what will truly help you get the interviewer's attention is
- A to mention on your form any uncommon hobbies or jobs that you've had.
 - B to use words that show that you want to be successful.
 - C to avoid answering questions about your leisure interests.
 - D to write that you want to apply for a high position within the organisation.
- (4) Regarding the interview, the speaker feels that it is crucial to
- A have told the interviewer that you are sensitive and clever.
 - B have done some research into the company's history.
 - C have been as compliant to the interviewer as you can.
 - D have asked the interviewer to explain what his or her company does.
- (5) The speaker feels the best way to be prepared for surprises in an interview is to
- A remain calm even though the interviewer is insulting you.
 - B practice not panicking in stressful situations.
 - C arrange to participate in some mock interviews beforehand.
 - D address the interviewer in a reciprocally surprising manner.

(5 points)

TASK 2: READING COMPREHENSION

Task 2: Conservation

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.

Conservation with an ecological emphasis is a way of relating man to his natural resources. Take, for instance, the first white settlers' occupancy in North America and its particular set of resources—the way of relating to these resources was dictated at first by the wild condition of the land. There was nothing whatsoever of a land ethic: The settler simply ripped, gouged and slashed what was needed from a seemingly endless supply. In the process, he killed, ruthlessly, and lost many people in his early struggle with Nature; so every time Nature lost a battle, he quite naturally regarded it as a victory for himself.

The idea of conservation was born in the mid-19th century when men finally began to think of their natural resources in terms of wise use. Progressively, there were distinct novel phases of redefining our relationship to our resource: there was the first wave—the preservationist wave—of conservation, when individuals began pleading the ecological cause. They felt that to disturb the balance of nature without calculating the consequences was to invite disaster. It was pointed out that the web of life was made up of every single living organism and that destruction of any part of that web might disrupt the whole biological community.

Society at that time, bent on survival within relative wilderness, was not yet ready for this kind of message. But it did touch off the first wave of conservation, and with the second-wave, the 20th century conservationists wrote their own original version of the land-man ethic—a regulatory version which for the first time made the government support public interest. As environmental issues were brought into view, people were forced to abandon narrow preoccupations with isolated conservation categories as forests, wildlife, minerals and water. The interdependency of all of them was recognized and so was addressing the 'city limit' factor, as conservation was no longer merely a country matter.

Today, the concern for a quality environment undisputedly includes great urban complexes and not just rural concerns. With 75 percent of people in many countries living in cities and more on the way, the term 'environment' has to include city life and its surroundings. Smokestacks, polluted water, garbage, noise and smog—these have joined the list of conservation villains, but the multiplying amount of citizenry in urban settings is the root of this existing dilemma of sustaining a healthy and quality environment.

The task of conservation today is to apply human understanding and wisdom to the dual environment in which we live. Conservation, which began with wildlife protection and grew to habitat preservation, must now extend its concern to the man-made environment and recognise that in an ecologic age, our technologies are just as much national resources as fossil fuels, forests or wildlife. They are cultural resources rather than natural resources, but they form an increasingly sophisticated watchdogging if they are to be made to serve and enhance the quality of life.

All in all, unfortunately, the triumphs of science have not been harbingers of unalloyed blessings. Indestructible plastic and aluminium containers upgrade the preservation of foodstuffs and beverages, but they also downgrade the aesthetic qualities of a nation's roadsides and waterways. The end of our world could be neither a bang nor a whimper. We could simply smother in the wastes of our own affluence. The fault lies not with the progress of technology. It is rather with the lag of conservation measures.

- (0) **For the first North American settlers, when it came to resources,**
A there seemed to be no limit.
B they respected the land ethic of the Native Americans.
C they killed natives only when necessary.
D there were laws and regulations to abide.
- (1) **The author implies that interest in conservation began when**
A man no longer had to fight nature and call attention to the ecology.
B man began to realize that natural resources are not endless.
C progress became more important than expansion in society.
D the web of life was singularly categorised as not under threat.
- (2) **In paragraph three, the references to a particular 'wave of conservation' means**
A people had to change being engrossed with their limited view of categories.
B country matters continued to predominate over city matters.
C a new understanding of the relationship of man to nature occurred.
D the wilderness was no longer categorised under the preservationist wave.
- (3) **The author states the underlying cause of environmental problems in cities is**
A human selfishness.
B population growth.
C polluted natural resources.
D economic greed.
- (4) **According to the text, the author believes that people must**
A demand the government to take control of conservation if it's to be effective.
B demand that agencies organize communities for preservation of resources.
C demand the concept of conservation be broken down into several areas.
D demand of themselves a higher degree of awareness and responsibility.
- (5) **The author's overall basic purpose and final message is to convey**
A fundamental information about ecology.
B a strong warning for the future of humankind.
C a sense of historical perspective and appreciation.
D a note of optimism coupled with specific suggestions.

(5 points)

Tasks 3-6: ENGLISH IN USE

Task 3: Maps

Read the following text. Use the word given in **CAPITALS** at the end of each line to form a new word that fits in the same line.

The task begins with an example (0).

Remember to write your answers on the Answer Sheet.

The Mercator projection, also known as a (0) cylindrical projection, is one of the best known maps of the earth's surface. It was developed by a Flemish (1)_____ in the sixteenth century by the name of Gerardus Mercator. The (2)_____ behind the map was in use before Mercator's time, but it was so obscure that it is believed to have been (3)_____ reinvented by him in 1569 and is still used today for navigation charts.

When it comes to map making, the ability to convey a real landscape into a relatable plan is very (4)_____. Even though the variety of maps has, at times, been casually or thoughtlessly (5)_____ as unimportant, the value of the (6)_____ form cannot be denied.

For collectors or map historians, it is the personalities and circumstances behind a map's (7)_____ that offers both challenge and reward. The challenge of understanding the human (8)_____ required and the motives of those who created and used the maps in the past is valuable, even as much as the quite (9)_____ level of draughtsmanship required to create a map. For maps are not drawn with a blank mind, even if they are drawn on a blank surface—they (10)_____ points of view, not simply a physical viewpoint.

- (0) CYLINDER
- (1) GEOGRAPHY
- (2) METHOD
- (3) DEPEND
- (4) INTRIGUE
- (5) MISS
- (6) GRAPH
- (7) CONCEPT
- (8) PUT
- (9) STAND
- (10) EXAMPLE

(10 points)

Task 4: Meitner

Read the text below and think of the word that best fits each 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 Answer Sheet.

Praised by Albert Einstein as the ‘German Marie Curie’, Lisa Meitner was an Austrian-Swedish physicist (0) who worked on radioactivity and nuclear physics. During her early years of research, she worked (1) _____ with chemist Otto Hahn, and they discovered new isotopes and developed a physical separation method (2) _____ as *radioactive recoil*. Later on, Meitner and Hahn created and (3) _____ a team of scientists, discovering nuclear fission, which was the basis of nuclear weapons developed in the U.S. and used on Japan in WWII.

In 1912, the research group Hahn-Meitner moved to the Kaiser Wilhelm Institute (KWI) in Berlin. But Meitner first had to work (4) _____ salary, merely as a “guest” in Hahn’s Radiochemistry department, before she would later get a permanent job. When World War I began, she served (5) _____ a nurse handling X-ray equipment and then returned to her research in 1916, but (6) _____ without an inner struggle. After witnessing the suffering of the victims of war and (7) _____ medical and emotional needs, it was difficult for her to continue. Resiliently, she went on to be the first woman in Germany to become a full professor in physics at the University of Berlin and the head of the physics department of the KWI, but she (8) _____ these titles and positions in the 1930s because of the anti-Jewish Nuremberg Laws of Nazi Germany. Due to her Austrian citizenship, she wasn’t arrested, but many (9) _____ Jewish scientists were apprehended, forced to resign or disappeared. Her response was to bury (10) _____ in her work, but after the Anschluss, her situation also became precarious.

With the help of Otto Hahn and Dutch physicists, she departed for the Netherlands, travelling incognito, with no possessions and only 10 German marks. However, before she left, Hahn had (11) _____ her a diamond ring he had inherited from his mother: this was to be used to bribe the frontier guards (12) _____ required. It was not required, and she was able to flee to Sweden where she eventually became a citizen and took up a post at *Manne Siegbahn*’s laboratory, (13) _____ the difficulty caused by the director’s prejudice against women in science. Meitner received many awards and honours in her (14) _____ life, but she didn’t share in the 1944 Nobel Prize in Chemistry for nuclear fission that was awarded exclusively to her former partner Otto Hahn. In the 1990s, the records of the committee that had decided on the prize were opened. (15) _____ on the information in these records, scientists and journalists called Meitner’s exclusion unjust, and she was awarded a flurry of posthumous honours, including naming the chemical element 109 *meitnerium* in 1997.

(15 points)

Task 5: Society

Read the text below and 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.

Society has become 'overchoiced'. This is due to the wide (0) D of choices in the world today. There are too many things to do, too many options, and too many opportunities. In the new (1) _____ economy, the desire for the latest product, service or next big thing is an addiction, and technology simply accelerates the (2) _____ of change: the noise, the (3) _____ of new goods and services, offering more and more choice. No sooner has the latest product (4) _____ off a virtual production line than the next brand-new one is about to be (5) _____. The head spins, the brain races, the fatigue (6) _____; one could say a level of disconnection from life begins from being so overwhelmed.

Choice is the mantra of the current state of the economy, but more choice means more stress, less time and more complexity. Hence, a new trend is (7) _____. The search is on for 'simplicity'—the simple things that (8) _____ meaning to you in an increasingly complex world. But simplifying your life is not easy in an age of economic (9) _____, for there are more basic brands of detergent and breakfast cereals than we can ever need or want, a plethora of software upgrades, and more features and calling plans than we can keep (10) _____ of or ever fully use.

(10 points)

(0) A medley	B diversification	C multiplicity	D variety
(1) A worldly	B global	C inclusive	D universal
(2) A motion	B step	C movement	D pace
(3) A augmentation	B escalation	C proliferation	D extension
(4) A emerged	B issued	C emanated	D arisen
(5) A embarked	B instituted	C launched	D initiated
(6) A sets up	B gives up	C sets in	D gives in
(7) A abreast	B afire	C aground	D afoot
(8) A resemble	B give	C share	D equal
(9) A overspill	B access	C overflow	D excess
(10) A track	B sight	C trace	D hold

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 **FIVE** 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 Answer Sheet.

(0) I don't think we have enough money to pay for a holiday this year. (**cover**)

I don't think we have enough money to cover the cost of going on holiday this year.

(1) The first candidate impressed the interviewers immediately. (**made**)

The first candidate _____ the interviewers.

(2) It was the largest cultural event the city had ever witnessed. (**such**)

Never before _____ a large cultural event.

(3) Please text me when you get home, even if it's very late. (**how**)

No _____ when you get home, please text me.

(4) I just saw Laura for a second as she walked past the café. (**caught**)

I just _____ as she walked past the café.

(5) The professor refused to discuss his decision further. (**open**)

The professor stated that his decision _____ discussion.

(5 points)

THIS IS THE END OF THE TEST