

DRŽAVNO NATJECANJE U ZNANJU ENGLESKOG JEZIKA
za 2. razrede srednjih škola

SLUŠANJE S RAZUMIJEVANJEM

Good morning. May I have your attention, please? The listening part of the test will start now. Open your tests to page 2. As you can see, the listening task and questions are on this page.

You will hear a recording about Development Projects.

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 second listening.

Listen to the recording. 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.

The task begins with an example (0).

Remember to write your answers on the Answer Sheet.

While you are listening, write your answers on the task itself. You can 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.
During this time, you should write your final answers on the Answer Sheet.

Now, let's begin. You have 30 seconds to read through the questions.

[Count silently to 30 – and then say the following:]

Now you will hear the recording.

Development Projects

I work for an organisation called Population Concern, which is a U.N. charity. It works towards, well, let's say it has numerous concerns: one main goal is to educate people about the world population situation and its effects on people's health, and within these objectives are matters concerning the economy, employment, and all sorts of things—especially all of the ramifications.

When I first started, the reality of the organisation was all a bit heady for me, in more ways than one. There were a host of problems that seemed to bombard and overwhelm me simultaneously, and at the outset, I didn't quite know what to do or believe—where to start. It wasn't because I felt apathetic; on the contrary, any vagueness quickly transformed into action. For it struck me that at the core of most problems was the painful poverty and lack of funding for establishing fundamental changes. Unlike wealthy and developed countries, the main aim clearly came to be on how to raise funds to support family planning and development projects in developing countries. These are countries with the lowest incomes, so we work a lot in Sierra Leone, Ethiopia, Pakistan, India, Nepal and Bangladesh.

We often deal with fundamental problems such as the scarcity of food. A very large proportion of people in developing countries are malnourished. Many, many more than people, I think, realise. You see it in all parts of the developing countries, and by and large, it's certain members of society, certain people within society who really become victims of malnourishment. In spite of having some food available, it's usually either of poor quality or insufficient quantity. But what exasperates me thoroughly is that they might not die from not having enough food directly, but the fact that they become very susceptible to infections such as measles. Naturally, they can't spring back into good health afterwards because they are continually malnourished, and so perish.

This vicious cycle happens in a number of ways. For instance, if we discuss women in these countries and those that have children every year—that's a huge pressure to put on one's system, and when they become pregnant for the fourth or fifth time, under such poverty, doubtlessly, their immune system breaks down; their bodies just can't take it. I've witnessed it time and time again. So along with this, I feel certain that, ultimately, the major issue within these societies is that women primarily put themselves at the bottom of the priorities within the families. Their first priority when it comes to food and cooking is their elders and their husbands. So the woman comes last, the bottom of the pile; she gets what's left in the bowl. And the 'rice bowl' isn't always going to be big enough for the whole family. Of course, they often get married very young; in fact, they are forced to do so, and have children when they shouldn't—before they're fully developed physiologically. Doubtlessly, the whole cycle carries on again.

So we feel education is vital in helping their situations. Education is one of those strange factors within the whole thing. Ten years of education transforms a woman in so many ways. She becomes more confident, and maybe she has a slightly wider view of the world, as many of the curricula in the Third World include health education; so she'll have picked up the means to improve the quality of her children's life. And it's not just that women with a higher level of education are richer, though it seems that it can be a very important factor in their standard of living. Sometimes it can simply mean that a woman is more 'bolshy'—that is, more argumentative in an affirmative way. For instance, she'll go to the health centre and say, 'No, I want the doctor to see my child today' rather than be fobbed off, if you like, by the men in

charge telling her, 'Come back tomorrow, come back tomorrow', despite the fact that she's walked five kilometres to get there. Someone is not necessarily going to go back the next day if they're sent away. So, overall, I think the key to getting it right with a development project is an integrated approach, accepted by and for all members; and then it follows that if you've got education, you demand your rights; on this score, it's a matter of power—giving people the power to seek out the things that they need in their lives.

The key for truly helping and developing in the Third World is to do as many different things, as an international organisation, that you can at the same time: you provide health care, family planning services, adult literacy—you even provide training in kitchen gardening, which is equally vital, and you do all these things intensively, but perhaps the overriding factor is that it's also mandatory to provide leadership training for women in particular. All these things are important; you've got to do them all, but the latter, in particular, is the most central.

[Count silently to 5 and then say the following:]

Now you will hear the recording again.

[After the second reading, say the following:]

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

[Count silently to 60 – and then say the following:]

This is the end of the listening task. You may now go on to do the other parts of the test.