

DRŽAVNO NATJECANJE IZ ENGLESKOGA JEZIKA
za 4. razred srednjih škola

ŠKOLSKA GODINA 2016. / 2017.

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: Becoming a Writer

You will hear a recording about becoming a writer. 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) What initially prevented the speaker from starting to write?
- A Her work took up too much of her time.
 - B Most of her energy was directed at raising her children.
 - C She was the kind of person who put things off.
 - D She was weighed down with housework.
- (1) The speaker obtained useful advice on starting to write from
- A an acquaintance who is a writer.
 - B an article in a popular magazine.
 - C a self-help book on becoming a writer.
 - D a useful website on the internet.
- (2) It came as something of an eye-opener for the speaker to discover it was not
- A advisable to start writing at particular times of the day.
 - B a prerequisite for her to work out characterisation and plot beforehand.
 - C an imperative for a novelist to write about something unique.
 - D essential to have significant amounts of time available to write.
- (3) Why did the speaker find it a challenge to continue writing after she had started?
- A She thought that what she had produced was worthless.
 - B She was diverted too easily by everyday distractions.
 - C She felt the strain of being obliged to produce something.
 - D She was suffering from some form of writer's block.
- (4) The speaker decided to sign up for a creative writing course
- A because it had been praised by people that she knew.
 - B so that she could polish the style she was developing.
 - C in order to speed up the process of becoming a writer.
 - D to be able to learn more about the structure of the novel.
- (5) What was the main reason for the speaker quitting the course that she was on?
- A She believed that her time would be better spent looking at the work of other writers.
 - B She considered having to critique her colleagues' work dull and uninspiring.
 - C She felt she could learn many of the things that she was taught from other sources.
 - D She thought she could obtain more useful insights from talking about writing.

(5 points)

TASK 2: READING COMPREHENSION

Task 2: Universal Basic Income (UBI)

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.

The idea of a universal basic income, or UBI as it is often called, is once again in the news as countries around the globe conduct trials and even hold referenda on it. Essentially, the idea is that all adults would receive a guaranteed sum from the government each month, for instance a thousand euros, irrespective of whether or not they were in employment. A certain proportion of this would have to go on health insurance, but the recipient would be able to do whatsoever they wished with the remainder.

Proponents of the scheme argue that increased automation of the workplace will mean that people will become increasingly superfluous and more and more workers will find themselves getting laid off. The theory goes that this will involve astronomical social welfare costs that could be mitigated by UBI. However, it is unclear precisely what kind of impact automation will have in the future, especially when one considers the large numbers of jobs that have been created by ICT in recent years.

There is no denying that many would benefit greatly from the increased flexibility that such a scheme would provide. The amount of time spent in the workplace imposes huge pressures on individuals and families, and the chance to improve the work-life balance by working less is one not to be sniffed at. Workers might even find themselves in a stronger position in relation to employers when it comes to conflict in the workplace. At present, many employees are reluctant to complain about unfavourable conditions because they fear losing their job.

According to advocates of UBI, were such a programme to be implemented, the disproportionate economic disparities that exist could be significantly reduced, though this seems to be something of a fuzzy notion, and there would be a corresponding decline in social tensions. Equality would also be promoted, as unsalaried contributions to society like housework and childcare would receive some kind of recompense. The upshot of it all would be a more satisfied populace.

Experiments that have been carried out in various parts of the world have been largely favourable. For instance, a study of a community of Native Americans who receive a guaranteed basic income from casinos located on their land found that truancy rates in families receiving UBI fell, which was in addition to the anticipated drop in addiction rates among recipients. Predictably,

mental health is also better than before and life in general seems to be less stressful.

It goes without saying UBI has met plenty of opposition, much of which focuses on concerns about the removal of the centrality of work in society. Critics point to the structure that work provides us with. Those in gainful employment offer positive role models that can be aspired to. Neither of these should be underestimated, and nor should the often overlooked soft skills related to interaction with those around us which are acquired through work. Finally, we should not disregard the sense of self-worth that one experiences through working for a living.

The effects on society might go even further. Alarming, receiving a guaranteed sum from the government, rather than increasing personal liberty through the ability to use one's time exactly as one wants, is likely to create more dependence on the state. Individuals do not exist in a vacuum; we have duties towards those around us, especially family, but also society as a whole. These duties are best fulfilled by providing for others through work.

(0) What does the author believe about the future impact of automation on those in work?

- A** It is far from certain exactly what kind of an effect it will have.
- B** It will actually continue to generate employment opportunities.
- C** Society will find itself having to shoulder more of the burden.
- D** More and more employees will end up being out of work.

(1) The writer thinks that an unexpected benefit of universal basic income could be that

- A** individuals would be under significantly less stress than is the case now.
- B** those in employment would have more bargaining power than at present.
- C** people would be able to change jobs far more easily than before.
- D** we would have the opportunity to devote more of our time to leisure.

(2) The author is sceptical about the assertion that the introduction of UBI would

- A** reward those who largely receive no compensation for their labour.
- B** have the effect of quietening existing levels of social discontent.
- C** result in the population enjoying increased personal happiness.
- D** lead to a marked decrease in financial inequality in society.

(3) An unforeseen result of research into the effects of UBI is that it

- A** boosts levels of school attendance.
- B** has positive effects on psychological well-being.
- C** helps combat substance abuse in the community.
- D** makes recipients feel more optimistic about life.

(4) Which of the following does the writer feel is neglected a lot?

- A** The fact that young people can look up to people who work for a living.
- B** The way in which we are able to organise our existence by means of labour.
- C** The personal attributes that can be gained as a result of employment.
- D** The feeling of pride that comes with doing a job and getting paid for it.

(5) What particularly concerns the author about the possible effects of UBI?

- A** The idea of society itself might be undermined.
- B** People will be in danger of becoming less free.
- C** Individuals will not use their time so wisely.
- D** The notion of family could be weakened.

(5 points)

Tasks 3-6: ENGLISH IN USE

Task 3: The Benefits of Sailing

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.

After several years of sailing, I have really come to appreciate the benefits offered by this most (0) challenging of activities. First of all, it requires high levels of (1)_____ from participants because of the physical exertion involved. This means that it's great for keeping fit and (2)_____ the risks of obesity. All that rope-pulling enhances muscle strength, especially your (3)_____ muscles.

The (4)_____ motion of a boat on water is a definite aid to relaxation, while the (5)_____ of the air and water is said to bolster oxygen (6)_____ rates. In addition, you constantly need to have your wits about you, which means that sailing (7)_____ your responses too.

Being out on the open sea makes us reflect on the past and our ancestors, as mankind has been sailing since time (8)_____. It's also fun learning the (9)_____ idiosyncrasies of the sport, which are highly unusual to say the last.

All in all, the benefits of sailing are (10)_____.

(0) CHALLENGE

(1) PERSEVERE

(2) ACT

(3) ABDOMEN

(4) RHYTHM

(5) SALT

(6) ABSORB

(7) SHARP

(8) MEMORY

(9) TERM

(10) REFUTE

(10 points)

Task 4: Mammoths

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.

The woolly mammoth was thought to (0) have become extinct some 12 millennia ago. However, (1) _____ has recently been posited that isolated pockets might have lived on for a few thousand years longer than had previously been believed.

There is (2) _____ real consensus on possible reasons for mammoths becoming extinct. In fact, several theories have been put (3) _____ for this pachyderm's demise. A popular explanation, and one which should serve as a warning to us, is that the species (4) _____ victim to climate change. According to this theory, as a consequence of global warming, the grasslands that mammoths depended on died (5) _____ and were replaced by forests, although this claim is treated with scepticism in certain quarters, as previous climatic changes had occurred before (6) _____ such catastrophic results.

A second theory that has been propounded in many papers centres (7) _____ the arrival of man on the scene. Supporters of this hypothesis claim that man was responsible for hunting mammoths (8) _____ extinction for their food and fur. Yet (9) _____ more possibility is that they were wiped out by some kind of plague, while a fourth supposition is that they were eradicated due to the earth's (10) _____ struck by a comet. In (11) _____ probability, it is likely that a combination of the above was to blame for their disappearance.

Nevertheless, there are those who are confident that mammoths can be brought back from (12) _____ dead. Naturally, it is clear that an awful lot of time and money will have to be spent on research (13) _____ scientists are ever to make this reality. Basically, the process involves manipulating the genes of elephants, which as their closest living relatives have a lot of genetic material in (14) _____ with mammoths. However, is the fact that it might be scientifically possible reason (15) _____ to do this? What about the ethical dimension?

(15 points)

Task 5: Shakespeare's Globe

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.

Shakespeare's Globe is a (0) D of a seventeenth-century theatre that was closely connected with William Shakespeare. It was designed in accordance with the historical (1) _____ that researchers had available to them. This meant going back to study (2) _____ accounts and drawings of the Elizabethan playhouse from Shakespeare's day. Its location is also close to the site of the first Globe, although it is (3) _____ somewhat further back from the Thames. In order to be as (4) _____ to the original as possible, the designers tried to replicate Renaissance theatre conditions, which means that besides wooden benches there is also standing room for members of the public, which (5) _____ Shakespeare's Globe from modern playhouses.

For the first two decades of its existence, plays were only put on in conditions as close as possible to those that (6) _____ in the 17th century in attempt to recapture the atmosphere of an original production. As a result, plays were performed exclusively during daylight hours, as no modern lighting could be used. Neither were any microphones utilised, which meant performers needed to (7) _____ their voices in the same way that actors would have done four centuries ago.

However, there are several significant differences from the original structure due to the need to meet modern safety requirements. As a result, the theatre's (8) _____ is much reduced from what it would have been in Shakespeare's day, and it holds about half of what it would have in the 17th century. Nevertheless, the playhouse has the only thatched roof that has been allowed in London since the great fire that (9) _____ through the city in 1666.

Plays are put on in the summer months, as the theatre, as it was in Elizabethan and Jacobean times, is an open-air one. During the remainder of the year, the complex serves an educational function, as it is used to (10) _____ an exhibition.

(10 points)

- | | | | |
|--------------------|--------------------|--------------|-------------|
| (0) A re-enactment | B re-establishment | C renewal | D replica |
| (1) A indication | B acknowledgment | C testimony | D witness |
| (2) A current | B contemporary | C prevailing | D present |
| (3) A laid | B fixed | C put | D set |
| (4) A accurate | B authentic | C realistic | D faithful |
| (5) A differs | B distinguishes | C diverges | D digresses |
| (6) A pertained | B conveyed | C related | D referred |
| (7) A cast | B propel | C launch | D project |
| (8) A audience | B capacity | C attendance | D amount |
| (9) A scurried | B dashed | C swept | D speeded |
| (10) A house | B lodge | C retain | D store |

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) Why didn't you call? I was worried sick when you didn't turn up. (**mind**)

Why didn't you call? I was _____ worry when you didn't turn up.

(2) Oh dear! It looks like the weather is deteriorating. (**turn**)

Oh dear! It looks like the weather is _____ worse.

(3) Everyone was relieved when the final whistle went. (**breathed**)

Everyone _____ when the final whistle went.

(4) Dave's no longer sure that he will go to the party on Friday. (**second**)

Dave's _____ to the party on Friday.

(5) I think that John has had a bad influence on those kids. (**led**)

I think that those kids _____ John.

(5 points)

THIS IS THE END OF THE TEST