

ŽUPANIJSKO NATJECANJE U ZNANJU ENGLESKOG JEZIKA  
za 4. razrede srednjih škola

**ŠKOLSKA GODINA 2008. / 2009.**

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

- 1     **Lista A: gimnazije**  
2     **Lista B: ostale srednje škole**

**Zaporka:**

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(pet znamenki i riječ)

**Slušanje s razumijevanjem:** \_\_\_\_\_ / 10 bodova

**Čitanje s razumijevanjem:** \_\_\_\_\_ / 10 bodova

**Gramatika i vokabular:** \_\_\_\_\_ / 80 bodova

**Broj postignutih bodova:** \_\_\_\_\_ / 100 bodova

**Članovi Županijskog povjerenstva:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Predsjednik Županijskog povjerenstva**

\_\_\_\_\_

**Task 1: LISTENING COMPREHENSION****Task 1: Time management**

**You will hear a speech made by a time management expert about organizing your time. You will hear the speech twice. Listen carefully to the instructions.**

**For questions 1 to 10, complete the sentences with the words you hear.**

**Write no more than two words for each answer.**

**You have 30 seconds to read through all the questions.**

**After you hear the talk for the second time, you have 60 seconds to check your answers and copy them into the correct answer box on your Answer sheet.**

- (1) The world today is ever-changing and \_\_\_\_\_ .
- (2) The speaker says that the key to good time management is \_\_\_\_\_ .
- (3) It is important to have \_\_\_\_\_ expectations of what we can achieve.
- (4) The speaker warns that \_\_\_\_\_ can prevent us achieving what we set out to do.
- (5) The speaker recommends giving priority to our \_\_\_\_\_ if we feel overwhelmed.
- (6) If we try to do more than we actually can, this may be \_\_\_\_\_ .
- (7) The speaker advises against always trying to \_\_\_\_\_ at work.
- (8) Housework requires the same amount of \_\_\_\_\_ that we need at work.
- (9) The speaker suggests we should reserve time for those activities we find \_\_\_\_\_.
- (10) It is a mistake to think of the \_\_\_\_\_ as a form of relaxation.

*Don't forget to copy your answers into the correct box on the Answer sheet.*

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

## Task 2: READING COMPREHENSION

### Task 2: Reading Passage

Read the following passage and the task below.

Are statements 1 – 4 *true* or *false*, according to the text?

For questions 5 – 10, find corresponding words in the text which have a similar meaning.

**Remember to transfer your answers into the correct box on your Answer sheet.**

The Grange had been one of Langworth's best houses in the late-eighteenth century, with a calm and handsome stone facade and a pedimented porch. It had sat then in appropriate gardens, with a gravel sweep between the front door and the street, and lawns behind it, rolling smoothly away to a walled vegetable garden. Now, fussed about with by the Victorians who had added a warren of leaking rooms to the back, and pressed in upon all sides by the modern urgency for new building, the Grange was like a battered old liner crammed into a very small port. New executive dwellings with pictorial nameplates and fancy stonework filled the vegetable garden, and half the lawns had vanished long ago under a street called Tannery Lane, in memory of the nineteenth-century tannery that, for fifty years, had filled the streets of Lang worth with a gagging stench. What was left of the Grange garden was plenty big enough, Lizzie and Rob considered, for cricket, bicycles, camps and fighting. The inside of the house was big enough for anything. Surveying the light and beautifully proportioned original rooms, the sweeping staircase, the Victorian muddle at the back that could be knocked through to make a magnificent kitchen-living room, and visualizing the whole painted terracotta and deep-blue and Chinese-yellow, with polished floors and sharp white paintwork, Robert and Lizzie reckoned that the Grange would set the seal upon their success.

Decide whether the following statements are *true* or *false*, according to the text.

Write **T** or **F** in the correct box on the Answer sheet.

- |   |          |          |              |
|---|----------|----------|--------------|
| (1) The Victorians improved the house.  | <b>T</b> | <b>F</b> |              |
| (2) Lizzie and Rob like to fight.   | <b>T</b> | <b>F</b> |              |
| (3) They will knock out the walls in the Victorian extension and repaint the rooms. |          |          | <b>T   F</b> |
| (4) They think the house has the right image for a successful couple.               | <b>T</b> | <b>F</b> |              |

Find words in the text which mean the following:

- (5) with a triangular wood or stone decoration above \_\_\_\_\_
- (6) small stones used for driveways \_\_\_\_\_
- (7) a cramped place with many narrow passages \_\_\_\_\_
- (8) worn and damaged \_\_\_\_\_
- (9) a place where animal skins are made into leather \_\_\_\_\_
- (10) choking, nearly making you vomit \_\_\_\_\_

<b>Tasks 3- 7 : LANGUAGE IN USE</b>
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**Task 3: Multiple Choice**

**Read the following text and for each gap (1-15) choose the correct word, marked A, B, C, or D, to complete the text.**

***Remember to transfer your answers into the correct box on your Answer sheet.***

After nearly four dozen job applications over the past six months, the search for a new superintendent in Newark, New Jersey's largest school system, has been narrowed to three candidates. The management of the 42 000-student Newark district has (1) ..... a plan to return to local control for the first time since a(n) (2) .....by the state in 1995. The process of selecting a new superintendent has been closely (3) ..... by educators, parents and advocates here who see an acute need for a viable school system in Newark — a city plagued with high crime and unemployment — as it struggles to (4) ..... itself.

The Governor met this month with each (5) ..... and is soon (6) ..... to announce his choice. "We have definitely moved the district forward," said Dr. Bolden, who pointed out that the district's graduation rate reached its (7) ..... when she took over in 1999. "We're hoping that my successor will continue the trend. The quality of life for our young people is very much (8) ....., but there's still a lot to do and this is a(n) (9) ..... time to do that."

One of the members of the search committee said after weighing pros and (10) ..... that they were keen (11)..... someone who not only had experience (12) ..... a large urban school district, but had also (13) ..... students' awareness, engaged parents and community members. He also added that the new superintendent would have to move quickly to address hot (14) ..... such as repairs to the district's aging school buildings and the constant increase (15) ..... the cost of special education, but most of all cover a wide range of interests.

- |                        |              |             |               |
|------------------------|--------------|-------------|---------------|
| 1 <b>A</b> set in      | B set forth  | C set on    | D set aside   |
| 2 <b>A</b> acquisition | B takeover   | C purchase  | D gain        |
| 3 <b>A</b> perceived   | B looked     | C monitored | D seen        |
| 4 <b>A</b> revive      | B recall     | C relive    | D revise      |
| 5 <b>A</b> appliance   | B applicator | C applier   | D applicant   |
| 6 <b>A</b> excepted    | B accepted   | C waited    | D expected    |
| 7 <b>A</b> peak        | B peek       | C pick      | D pique       |
| 8 <b>A</b> augmented   | B furnished  | C enhanced  | D embellished |
| 9 <b>A</b> maximum     | B best       | C summit    | D optimum     |
| 10 <b>A</b> against    | B cons       | C artis     | D opposites   |
| 11 <b>A</b> for        | B with       | C at        | D on          |
| 12 <b>A</b> steering   | B operating  | C running   | D guiding     |
| 13 <b>A</b> raised     | B amplified  | C risen     | D magnified   |
| 14 <b>A</b> potatoes   | B carrots    | C sticks    | D tomatoes    |
| 15 <b>A</b> on         | B of         | C in        | D at          |

**Task 4 :**

**For questions 1 – 15, complete the following article by writing the missing words. Use only one word for each blank space.**

***Do not forget to transfer your answers into the correct box on your Answer sheet.***

The Great Famine in Ireland began (1)\_\_\_\_\_ a natural catastrophe of extraordinary magnitude, but its effects were severely worsened (2)\_\_\_\_\_ the actions and inactions of the Whig government, headed by Lord John Russell (3)\_\_\_\_\_ the crucial years (4)\_\_\_\_\_ 1846 to 1852.

Altogether, about a million people in Ireland are reliably estimated (5)\_\_\_\_\_ have died of starvation and epidemic disease (6)\_\_\_\_\_ 1846 and 1851, and some two million emigrated in a period of a little more (7)\_\_\_\_\_ a decade (1845-55). Comparison (8)\_\_\_\_\_ other modern and contemporary famines establishes (9)\_\_\_\_\_ any doubt that the Irish famine (10)\_\_\_\_\_ the late 1840s, which killed nearly one-eighth of (11)\_\_\_\_\_ entire population, was proportionally much (12)\_\_\_\_\_ destructive of human life than the vast majority of famines in modern times.

In the Irish famine of the late 1840s, successive blasts of potato blight - or to give (13)\_\_\_\_\_ its proper name, the fungus *Phytophthora infestans* - robbed more than one-third of the population of their usual means of subsistence (14)\_\_\_\_\_ four or five years in a (15)\_\_\_\_\_.

### Task 5: Word formation

For questions 1 – 16, read the sentences below. Use the word in capitals below each sentence to form one word that fits grammatically in the blank space in the sentence.

*Remember to transfer your answers into the correct box on your Answer sheet.*

1. The Prime Minister is known for his \_\_\_\_\_ to the election campaign.  
**COMMIT**
2. The law against the \_\_\_\_\_ of drugs should be very severe.  
**POSSESS**
3. It is \_\_\_\_\_ to disconnect all external cables from the PC before opening it up.  
**PRUDENCE**
4. It was more than a three-million-dollar \_\_\_\_\_ in machines.  
**INVEST**
5. They know the forest, they understand gorillas but their skills as trackers are \_\_\_\_\_.  
**ESSENCE**
6. The judges found many \_\_\_\_\_ during the competition.  
**REGULAR**
7. Thousands of people are living in \_\_\_\_\_ after the flood.  
**MISERABLE**
8. Physical characteristics are determined by genetic \_\_\_\_\_.  
**INHERIT**
9. When \_\_\_\_\_ comes in at the door, love flies out of the window.  
**POOR**
10. Husbands seem to benefit much more from \_\_\_\_\_ than wives do.  
**MARRY**
11. His poems show remarkable \_\_\_\_\_ to the power of words and the music of language.  
**SENSITIVE**
12. She divorced him because of his frequent \_\_\_\_\_ from home.  
**ABSENT**
13. The factory is the biggest \_\_\_\_\_ in the town and has over 2, 100 workers.  
**EMPLOY**
14. I am tired of your \_\_\_\_\_ behaviour. When are you going to grow up?  
**CHILD**
15. He decided to work for a bigger and more \_\_\_\_\_ company.  
**INFLUENCE**
16. In those days it was considered to be \_\_\_\_\_ for young ladies to be seen talking to men in public.  
**PROPER**

**Task 6 : Adjectives followed by prepositions**

**For questions 1 – 10, complete the sentences with an appropriate adjective from the list and add the correct preposition which follows that adjective.**

***Remember to transfer your answers into the correct box on your Answer sheet.***

adept	applicable	commensurate	eligible	incompatible
involved	liable	married	qualified	typical

- (1) Jack has been \_\_\_\_\_ his wife for 10 years.
- (2) Her salary was not \_\_\_\_\_ her skills.
- (3) I don't think that applicant is \_\_\_\_\_ this particular job.
- (4) I'm afraid this software is \_\_\_\_\_ the other programs we have on our computers.
- (5) She became \_\_\_\_\_ politics from quite an early age.
- (6) We've become \_\_\_\_\_ filling in our own tax forms.
- (7) You may be \_\_\_\_\_ a grant to help you continue your studies.
- (8) That accent is \_\_\_\_\_ the south west.
- (9) This photocopier is \_\_\_\_\_ paper jams.
- (10) I don't think that rule is \_\_\_\_\_ this situation.

**Task 7: Sentence Transformation**

For questions 1 -12, complete the second sentence so that it is as similar as possible in meaning to the first sentence. Do not use more than **FIVE** words.

*Remember to transfer your answers into the correct answer box on your Answer sheet.*

- (1) I'm not going to play if you don't keep to the rules.  
I'm not going to play unless \_\_\_\_\_ .
- (2) The doctor already sent her the results of the test.  
She \_\_\_\_\_ the results of the test.
- (3) 'I wouldn't take the underground late at night if I were you.'  
She advised \_\_\_\_\_ the underground late at night.
- (4) Peter doesn't want to go and his brother doesn't either.  
Peter doesn't want to go and \_\_\_\_\_ his brother.
- (5) I haven't enough money to buy a new violin.  
If only \_\_\_\_\_ to buy a new violin.
- (6) John was ill, so he didn't go to the party.  
If John \_\_\_\_\_ he would have gone to the party.
- (7) 'Would you like to go to the opening?'  
He invited \_\_\_\_\_ to the opening.
- (8) We should go home; it's late.  
It's time \_\_\_\_\_ ; it's late.
- (9) They made her take another driving test.  
She \_\_\_\_\_ another driving test.
- (10) The President has several bodyguards and his ministers do too.  
The President has several bodyguards, as \_\_\_\_\_ .
- (11) I don't want her to take that job in London.  
I'd rather \_\_\_\_\_ that job in London.
- (12) I'm worried. I didn't study enough.  
If I \_\_\_\_\_ more, I wouldn't worry now.

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