

**DRŽAVNO NATJECANJE U ZNANJU ENGLESKOG JEZIKA**  
**za 4. razrede srednjih škola**

ŠKOLSKA GODINA 2009. / 2010.

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

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

**I UPIŠI ZAPORKU:**

**ZAPORKA** (dobivena riječ): \_\_\_\_\_

**DRUGI DIO TESTA**

Čitanje s razumijevanjem: \_\_\_\_\_ / 5 bodova

Uporaba jezika (vokabular i gramatika) \_\_\_\_\_ / 45 bodova

Slušanje s razumijevanjem: \_\_\_\_\_ / 5 bodova

Pisanje: \_\_\_\_\_ / 25 bodova

**PISANI DIO TESTA UKUPNO: \_\_\_\_\_ / 75 BODOVA**

Govorenje: \_\_\_\_\_ / 25 bodova

**BROJ BODOVA UKUPNO: \_\_\_\_\_ / 100 BODOVA**

**Članovi Državnog povjerenstva:**

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

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

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

**Predsjednik Državnog povjerenstva**

\_\_\_\_\_

**Zagreb, 27. travnja 2010.** (mjesto i nadnevak)

## PART 2 - TASK 1: READING COMPREHENSION

### Task 1: Life modelling

Read the following text and questions. For each of the questions 1 – 5, choose ONE answer (A, B, C or D) that best fits 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 Answer Sheet.

I was studying at uni when I did life modelling for art classes for the first time. You probably have the image of a destitute art student being forced to strip to make ends meet. In my case this would hardly be an accurate one, as I was simply intrigued by the whole business. I had acquaintances who thought it was all somewhat decadent and others who considered me to be an exhibitionist who actually enjoyed being seen in the all-together, which is rather laughable.

Prior to undressing for the first time, I had thought it might prove to be uncomfortable. Was my stomach too rotund and what about my distinctly pasty and pimpled complexion? Ultimately, such self-consciousness went out the window, even in front of all those attentive art students. I'd experienced greater awkwardness in a pair of skimpy trunks on the beach.

Nudity conjures up images of voyeurism or is occasionally seen as being humorous. But the learner is trained to see the bare form as nothing other than a collection of lines not dissimilar to a statue or a painting. In short, nakedness aids the process of acquiring the observational skills and draughtsmanship required to make the grade. Throughout history, artists have been obliged to return to life drawing as the source for capturing the human form.

It's a very intense job. Any notion of there being ample scope for daydreaming should be dispelled at the outset. At times, it can be freezing in a studio, despite the presence of heaters. You are also obliged to attain extreme levels of conditioning if you are to succeed in remaining motionless for extended periods. I remember the strain of maintaining particular postures. It could be excruciating at times, especially for the spine and muscles. I have thread veins, which are small veins close to the

surface of the skin, because of my blood frequently being cut off as a result of keeping up agonising poses.

But for all the cons, there are plenty of pros. Although it was not my primary motive, as I became more experienced, the financial rewards improved too. Later on, a work I had modelled for was purchased by an extremely well-known collector. I actually got to meet him, which was a bit of a bizarre experience. The work is now displayed in a gallery in Madrid. I guess it confers a kind of immortality without aging, but joking aside I cannot deny that it is gratifying to know that a representation of me gives people pleasure.

**(0) The author started posing for art students because he**

- A actually quite liked appearing undressed.
- B believed it might be an amusing experience.
- C wanted to know what it would be like.
- D was extremely hard up at the time.

**(1) How did the author feel about his initial experience of life modeling?**

- A He didn't really feel anything in particular about it.
- B He was concerned that he appeared overweight.
- C He was worried what people would think of his skin.
- D He wished he had covered himself a bit.

**(2) For the student, drawing nude models is**

- A an obligatory part of their course.
- B a source of inspiration.
- C like a geometrical exercise.
- D necessary to get a good mark.

**(3) For the author, the hardest part of the job was**

- A concentrating.
- B health issues.
- C staying still.
- D the cold.

**(4) For the author, the most satisfying part of the job was being**

- A appreciated.
- B paid well.
- C recognised.
- D remembered.

**(5) According to the text, which of the below would the author most likely say?**

- A "Apart from the very beginning, I would happily do it all again if I had to."
- B "I'm glad to have been part of a tradition and to have done something for art."
- C "It was good at the time, but now I'm left with backache and varicose veins."
- D "The money wasn't all that great, but I must admit that I had some good fun."

## PART 2 - Tasks 2 - 4: ENGLISH IN USE

### Task 2: Sustainable conservation

Read the text below and choose the word from A – D that best fits each space. Write your choice (a letter A – D) on the Answer Sheet.

The task begins with an example (0).

Remember to write your answers on the Answer Sheet.

Could hunting actually be of benefit when it comes to protecting (0) A species? The question at first glance might appear to run (1) \_\_\_\_\_ to common sense. Surely, if we hunt endangered animals, there will be even fewer of them left in the (2) \_\_\_\_\_. However, the issue is not as (3) \_\_\_\_\_ as this. Certain countries in southern Africa have (4) \_\_\_\_\_ significant successes in conserving threatened species through allowing hunting tourism. Take the (5) \_\_\_\_\_ of elephants in Namibia, for example. Here, hunting is carefully (6) \_\_\_\_\_ by ensuring that only old elephants are shot. In this way, younger animals that can (7) \_\_\_\_\_ are left untouched. Importantly, the hunting tourism industry (8) \_\_\_\_\_ jobs for the local population in the form of guides, accommodation and other tourism related services. This is vital, since communities that live near places where elephants are found tend to be (9) \_\_\_\_\_. Local people thus have an interest in conserving the elephant population. As a result, illegal hunting or poaching has become very (10) \_\_\_\_\_ indeed. The money from fees, taxes and the sale of ivory also provides a much needed (11) \_\_\_\_\_ of income for the state.

Other countries, such as Kenya in East Africa, have followed a different (12) \_\_\_\_\_ by outlawing hunting completely. Although this would seem to be sound in principle, in practice the results have been somewhat different. It seems that local people do not (13) \_\_\_\_\_ their own well being with the survival of the elephant, as they receive little benefit from its protection. Consequently, poaching is far more widespread in Kenya than in countries in southern Africa with the result that the government has to spend more on policing the (14) \_\_\_\_\_, which is a further (15) \_\_\_\_\_ on state funds.

<b>(0)</b>	<b>A</b> endangered	<b>B</b> imperilled	<b>C</b> jeopardised	<b>D</b> scarce
<b>(1)</b>	<b>A</b> contrary	<b>B</b> converse	<b>C</b> opposite	<b>D</b> reverse
<b>(2)</b>	<b>A</b> bush	<b>B</b> ecosystem	<b>C</b> environment	<b>D</b> wild
<b>(3)</b>	<b>A</b> basic	<b>B</b> forthright	<b>C</b> straightforward	<b>D</b> undemanding
<b>(4)</b>	<b>A</b> achieved	<b>B</b> completed	<b>C</b> made	<b>D</b> reached
<b>(5)</b>	<b>A</b> case	<b>B</b> circumstance	<b>C</b> instance	<b>D</b> state
<b>(6)</b>	<b>A</b> administered	<b>B</b> directed	<b>C</b> managed	<b>D</b> run
<b>(7)</b>	<b>A</b> breed	<b>B</b> produce	<b>C</b> raise	<b>D</b> rear
<b>(8)</b>	<b>A</b> bestows	<b>B</b> gives	<b>C</b> grants	<b>D</b> provides
<b>(9)</b>	<b>A</b> broke	<b>B</b> destitute	<b>C</b> impoverished	<b>D</b> insolvent
<b>(10)</b>	<b>A</b> erratic	<b>B</b> intermittent	<b>C</b> occasional	<b>D</b> rare
<b>(11)</b>	<b>A</b> fund	<b>B</b> source	<b>C</b> store	<b>D</b> supply
<b>(12)</b>	<b>A</b> channel	<b>B</b> lead	<b>C</b> line	<b>D</b> thread
<b>(13)</b>	<b>A</b> find	<b>B</b> identify	<b>C</b> recognise	<b>D</b> see
<b>(14)</b>	<b>A</b> ban	<b>B</b> embargo	<b>C</b> prevention	<b>D</b> proscription
<b>(15)</b>	<b>A</b> burden	<b>B</b> inconvenience	<b>C</b> load	<b>D</b> weight

### Task 3: The psychology of shopping

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.

Everyone knows that retail psychologists employ subliminal techniques (0) to encourage people to buy in shops. Such methods work (1) \_\_\_\_\_ stimulating our senses. A well-known example is (2) \_\_\_\_\_ of the smell of freshly-baked bread confronting you (3) \_\_\_\_\_ you walk round supermarkets. Similarly, shops in hot countries lure shoppers inside (4) \_\_\_\_\_ the promise of air-conditioning, while those in colder climes find that a waft of warm air can (5) \_\_\_\_\_ the trick. Colour, music and the position of products on the shelf can all affect (6) \_\_\_\_\_ behaviour of consumers.

These subtle techniques also take account of the differences that exist (7) \_\_\_\_\_ men and women. The fact that men frequently (8) \_\_\_\_\_ shopping hard to endure has been well documented. It would seem that their attention (9) \_\_\_\_\_ cannot cope with long periods of time in shops. Because of this, subliminal messages do not work as well with men as (10) \_\_\_\_\_ do with women. To attract men, shops therefore have to (11) \_\_\_\_\_ things simple, which is why men's clothing stores lay items (12) \_\_\_\_\_ in the clearest way possible. For instance, such stores will put all the shirts in one place and all the trousers in another, and (13) \_\_\_\_\_ on. Women's stores, in (14) \_\_\_\_\_, spread products out more in order to encourage female shoppers to take their time until something (15) \_\_\_\_\_ their eye.

#### Task 4: Sentence Transformation

For questions 1 to 10, using the given word, complete the second sentence so that it is as similar as possible in meaning to the first sentence. **DO NOT CHANGE THE GIVEN WORD.** Use between **THREE** and **FIVE** words.

The task begins with an example (0).

Remember to write your answers on the Answer Sheet.

- (0) Roy shows far too much interest in matters that don't concern him. **(sticking)**

Roy is always sticking his nose into other people's business.

- (1) Ed was caught driving over a hundred kilometres per hour. **(excess)**

Ed was guilty exceeding a hundred kilometres per hour.

- (2) I told my son that I would appreciate it if he kept his room tidier. **(wished)**

I told my son that I wished his room tidier.

- (3) We need to accept that the country is in recession. **(face)**

We need to face fact that the country is in recession.

- (4) As soon as I sat down, the phone started ringing. **(sooner)**

No longer the phone started ringing.

- (5) It was clear we weren't going to beat the world champions. **(stand)**

It was clear we stood against the world champions.

- (6) Donald was willing to do anything to get the promotion. **(lengths)**

Donald was willing to go to any lengths to get the promotion.

- (7) The number of unemployed people has fallen this month. **(out)**

The number of people who are out of work has fallen this month.

- (8) Jenny seems to greatly enjoy causing everyone problems. **(pleasure)**

Jenny appears to take pleasure in causing everyone problems.

- (9) I was about to leave when Todd knocked on the door. **(point)**

I was on the point of leaving when Todd knocked on the door.

- (10) New evidence was discovered during the investigation. **(light)**

New evidence was in the light of during the investigation.

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