



Agencija za odgoj i obrazovanje
Education and Teacher Training Agency



MINISTARSTVO ZNANOSTI
I OBRAZOVANJA
REPUBLIKE HRVATSKE

DRŽAVNO NATJECANJE IZ ENGLESKOGA JEZIKA

za 7. razred osnovne škole

ŠKOLSKA GODINA 2023./2024.



Kategorija 7. razred osnovne škole

Zaporka:

(zadana riječ)

TEST

| | |
|---------------------------|------------------|
| Slušanje s razumijevanjem | 10 bodova |
| Čitanje s razumijevanjem | 10 bodova |
| Uporaba jezika | 30 bodova |
| Ukupno | 50 bodova |

Svi odgovori moraju biti prepisani na List za odgovore.

Sadržaj ove testne knjižice ne boduje se.

Tasks 1 and 2: LISTENING COMPREHENSION

Task 1: Environment

Listen to the following six speakers, each talking about a different aspect of environmental issues and their personal actions. Match each speaker **(1-5)** with the main issue or action they are addressing **(A-H)**. There are **two additional statements** that do not match any of the speakers. 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 the second listening. After hearing the recording for the second time, you will have one minute to check your answers.

The task begins with an example **(0)**.

Write your answers **(letters A to H)** on the separate Answer Sheet.

| | |
|--------------------------------|--|
| Speaker 0: <u> H </u> | A) Researching ways to reduce water consumption in one's household. |
| Speaker 1: _____ | B) Having a prominent role in community clean-up events. |
| Speaker 2: _____ | C) Plastic waste reduction and the use of reusable items. |
| Speaker 3: _____ | D) Tackling the issue of public transport exhaust fumes. |
| Speaker 4: _____ | E) Tree planting initiatives for urban green spaces. |
| Speaker 5: _____ | F) Water conservation and reducing water usage. |
| | G) Supporting local environmental organizations. |
| | H) Air pollution and the importance of public transportation. |

(5 points)

Task 2: Edinburgh

Listen to the following instruction. You will hear a teacher giving information to students about their school trip next week. For each item **1-5** choose the correct option **A, B, or C**. 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 the second listening. After hearing the recording for the second time, you will have one minute to check your answers.

The task begins with an example **(0)**.

Write your answers (**letters A, B, or C**) on the separate Answer Sheet.

(0) The meeting point will be:

- A) In the school hall.
- B) At the school gate.**
- C) On the school grounds.

(1) When do they set off?

- A) At 8.45.
- B) At 9.15.
- C) At 10.30.

(2) Students will first visit

- A) Edinburgh Castle.
- B) the National Museum of Scotland.
- C) the Underground Vaults.

(3) What is the name of the Palace they will see?

- A) Hollyroodhouse.
- B) Holyroadhouse.
- C) Holyroodhouse.

(4) How much will the visit to the Palace cost?

- A) £30.
- B) £40.
- C) It's free.

(5) Which of the following is included in the price of the school trip?

- A) Beverages.
- B) Lunch.
- C) Sweets.

(5 points)

Tasks 3 and 4: READING COMPREHENSION

Task 3: Isabel MacDuff

Read the following text and the eight headings (A-H). Choose the heading which best fits each paragraph. There are **two extra headings** that do not fit any of the paragraphs.

The task begins with an example (0).

Write your answers (**letters A-H**) on the separate Answer Sheet.

Isabel MacDuff – The Lady in the Cage

(0) H

Being an avid reader and a daughter of enthusiastic history teachers, I have always been particularly interested in tales of long forgotten heroes and heroines whose voices got almost extinguished with time. Several years ago, I stumbled across a story of courage and heroism, both glorious and terrifying, and it has lingered in the back of my mind ever since. This is the story of Isabel MacDuff, a Scottish patriot, who did her duty to her king and her country and paid a terrible price for it.

(1) ____

Isabel was born into an old and prominent Scottish family, who, by tradition, held the right to crown the Scottish kings. She was born around 1285, and married John Comyn, Earl of Buchan in the late 1290s. Even though she was quite young, and her husband more than thirty years her senior, the marriage was considered a sound match, as Isabel became the Countess of Buchan.

(2) ____

At the time, the Comyns were fighting with Robert the Bruce for the throne of Scotland. The struggle reached its peak when Robert killed John “the Red” Comyn, who served as Guardian of Scotland, by stabbing him to death in a church in 1306. This complicated Isabel’s life immensely, since the victim was her husband’s cousin, and the killer was her own cousin! Her husband obviously sided with his family, the Comyns, while Isabel supported her cousin Robert the Bruce in his bid for the Scottish crown. In medieval times, it was practically unheard of for a wife not to support her husband in such a huge affair.

(3) ____

After the murder, Robert the Bruce rushed to the Scottish town of Scone to be crowned the king of Scotland. Traditionally, all Scottish kings were crowned on the

Stone of Destiny, but it had been stolen and taken to London by Edward I in 1296. Because Robert murdered a member of the Comyn family in a church, the Scottish church was reluctant to anoint him king. Therefore, it was vital that at least one tradition be carried out – a member of Clan MacDuff putting the crown on Robert's head. Isabel rose to the challenge. Defying her husband, she rode to Scone to join her cousin Robert there. She arrived late, as the coronation had already taken place, but Robert was crowned again, with Isabel placing the crown on his head. Aware of how dangerous this act was, and not willing to wait for the wrath of king Edward I to be unleashed, Isabel fled to the Highlands with Robert's wife, sisters, and daughter.

(4) ____

Unfortunately, while attempting to escape to Norway, they were captured, and Isabel was taken to Berwick Castle, where she was locked up in an iron cage and exposed to the elements. The creator of this odd and repulsive punishment was none other than Edward I himself, who reportedly ordered: *As she did not strike with the sword, she shall not perish by the sword... let her be closely confined in an abode of stone and iron... let her be hung up out of doors in the open air at Berwick, that both in life and after her death, she may be a spectacle and eternal reproach to travellers.* Isabel endured four years in these horrible conditions, open to harsh weather, for everyone to see, but not being allowed to speak to anyone.

(5) ____

Isabel was released from her cage in 1310, moved to and held hostage in a monastery in Berwick. No one is sure what happened to her at the end, as she was not among the prisoners returned to Scotland after the victory at Bannockburn in 1314. To survive four years imprisoned in a cage is a remarkable feat. This brave woman suffered greatly for the cause of Scottish independence and her strength and rebelliousness should never be underestimated nor ignored. Isabel's courage deserves to be remembered and celebrated, and her story deserves to be told.

(5 points)

HEADINGS

- | | |
|------------------------|------------------------------------|
| A) Accidental Crowning | E) Traditional Imprisonment |
| B) Dire Consequences | F) Surviving Legend |
| C) Noble Beginning | G) Tangled Ties |
| D) Stepping Forth | H) Unexpected Discovery |

Task 4: Alaska Air

Read the following text about the Alaska Airlines flight accident. For each of the statements **1-5** choose the correct answer: **T** for true or **F** for false.

The task begins with an example (**0**).

Write your answers (**letters T or F**) on the separate Answer Sheet.

High-Flying Drama: Alaska Airlines Adventure at Three Miles Up!

Imagine this: Alaska Airlines Flight 1282, cruising smoothly at over 400 mph, halfway to its usual height, when, suddenly, BOOM! A wild mid-air crisis shakes things up.

So, the plane's flying at 3 miles high, when, out of nowhere, a massive chunk of the plane's side blows out. Imagine a piece of the fuselage doing a disappearing act! Chaos erupts as the cabin transforms into a freezing, dust-filled rollercoaster. Here's the craziest part though – the pilots and passengers manage to keep their cool.

I'm chilling in row 23, just three rows away from the madness. Oxygen masks drop, and everyone's like "What's happening?" when through a whirlwind of tissues and paper I spot a flight attendant doing their superhero thing, walking down the aisle like they're facing a hurricane. And get this – a teen nearby has his shirt blown off! His seat belt, though, saves him from following suit. I guess it's true that seat belts save lives.

In the cockpit, the pilots, with oxygen masks on, are battling noise and chaos. The co-pilot is on the line with air traffic controllers, shouting about an emergency and a rapid descent to 10,000 feet for oxygen. Meanwhile, flight attendants are superheroing around, checking on babies and unaccompanied kids. It's like a real-life action movie! It's just that we only have one take.

Passengers, despite being sucked in the drama, remain surprisingly calm. One teen, thinking the plane's about to nosedive, worries about their mom and records it all on TikTok. Another guy just focuses on breathing into his oxygen mask, trusting the flight crew to keep everyone safe.

After the whirlwind, the pilot expertly spins the plane back to Portland, and he lands it like a boss. People clap, firefighters check for injuries, and guess what? A passenger's phone that got sucked out during the madness and plunged into a three-mile void is found still powered on! Talk about a tech survivor!

In the end, the whole wild adventure above the clouds shows how teamwork, cool heads, and a bit of luck can turn a completely crazy situation into a wild story to tell. Who knew flying could be this much of a rollercoaster!

- | | | |
|---|---|----------|
| (0) The plane was at its usual height when something happened. | T | <u>F</u> |
| (1) The flight crew and travellers got a bit cold when the chaos started. | T | F |
| (2) One of the crew members got the top of their uniform blown off. | T | F |
| (3) The plane went to lower altitude very slowly and steadily. | T | F |
| (4) People travelling on the plane didn't panic about being sucked out. | T | F |
| (5) One gadget miraculously survived the fall from the plane. | T | F |

(5 points)

Tasks 5-7: USE OF ENGLISH

Task 5: Traditional Food From Around the World

Read the following text and the options below. Choose the answer (**A, B, or C**) which best fits in each gap. There is **only one** correct answer for each gap.

The task begins with an example (0).

Write your answers (**letters A, B, or C**) on the separate Answer Sheet.

What is one thing everyone likes talking about? Probably food. Most of you (0) A already heard about haggis, jambalaya, scones, Yorkshire pudding, curry, and hāngī – traditional foods from English-speaking countries around the world. Here are some other interesting and delicious traditional foods that you might not know about. Yet.

Scottish Cranachan

Cranachan can best be described as a sweet Scottish party in your mouth. It's made with lightly toasted oats, whipped cream, fresh raspberries, a drizzle of honey and just a splash of whisky. Picture (1) _____: layers of crunchy oats mixed with fluffy cream, topped with juicy raspberries bursting with flavour. It's definitely a dessert that will make your (2) _____ buds dance a jig!

New Zealand Pāua

Pāua is the Maori name for abalone, a shellfish in the shape of an ear, with the most beautiful shell in sparkling greens, blues, pinks and purples. It is a special treat from (3) _____ seas around New Zealand. The firm flesh of these edible sea snails is savoury and full of flavour. Imagine taking a bite and feeling the taste of waves and the ocean breeze on your tongue. It's a mouthful of Kiwi magic you won't forget!

Hawaiian Lau Lau

Lau Lau is a taste (4) _____ the tropics from beautiful Hawaii. Eating it is like unwrapping a delicious present! Inside the taro leaves, you'll find a mix of pork, chicken, or fish, all wrapped up and steamed to perfection. Each tender and (5) _____ bite is an explosion of flavours bound to transport you to the sunny shores of Hawaii!

Canadian Nanaimo Bar

With layers of chocolate and custard on top of a wafer, nut, and coconut crumb base, Nanaimo bar is a dessert dream (6) _____ true. One bite and you'll be hooked on its creamy, nutty, chocolaty goodness. It's the perfect treat for everyone with a sweet (7) _____, don't you think?

Australian Vegemite Spread

Vegemite is an Aussie classic that's like a little jar of sunshine in every bite! It is made from yeast extract and packed with flavour. Spread it on toast for an easy breakfast to kick-start (8) _____ day with a burst of savoury Aussie goodness. Just remember, a little goes a long (9) _____ – the taste is strong in this one!

Cornish Hevva Cake

Hevva Cake is a tasty slice of history served on a plate straight from the rugged cliffs of Cornwall. Traditionally made to welcome fishermen from a successful fishing trip, this cake is loaded with raisins, currants, and a hint of spice, all wrapped up in a golden crust with a criss-cross pattern across the top, representing the fishing nets. It's the perfect snack to enjoy with a cuppa (10) _____ you watch the waves crash against the shore.

- | | | | |
|------|----------------|-----------|----------|
| (0) | A) <u>have</u> | B) has | C) was |
| (1) | A) these | B) this | C) those |
| (2) | A) flavour | B) taste | C) sense |
| (3) | A) / | B) a | C) the |
| (4) | A) at | B) of | C) off |
| (5) | A) damp | B) humid | C) moist |
| (6) | A) come | B) become | C) make |
| (7) | A) tongue | B) mouth | C) tooth |
| (8) | A) your | B) you're | C) yours |
| (9) | A) path | B) track | C) way |
| (10) | A) as soon as | B) during | C) while |

(10 points)

Task 6: The Unstoppable Force

Read the following text. For each gap **1-10**, use **one** word from the box that best fits in the text. Use **only one** word in each gap. There are **three extra words** that do not fit any of the gaps.

The task begins with an example **(0)**.

Write your answers on the separate Answer Sheet.

The Unstoppable Force: The Black Ferns Rugby Team

| | | | | | | |
|------|------|-------|------|------|-------|-----|
| by | can | ever | for | have | in | may |
| than | that | their | them | then | there | yet |

Hey there, sports fans! Let's talk about a team that's not just making waves but creating tsunamis in the world of rugby – the Black Ferns! If you haven't heard of them **(0) yet**, trust me, you're in for a treat.

Imagine a team so dominant and unstoppable **(1) _____** they've grabbed not one, not two, but six Rugby World Cup titles! Yes, you heard that right. The Black Ferns are the superheroes of women's rugby, swooping in and taking the world by storm.

It all started back in 1998 when they won their first World Cup title, and from **(2) _____** on, there was no looking back. With victories in 2002, 2006, 2010, 2017, and 2021 (played in 2022), they've solidified **(3) _____** place as the queens of the rugby world.

However, it's not just about the trophies – it's about the way they play the game. The Black Ferns are known for their fierce determination, unmatched skill, and a never-say-die attitude that leaves their opponents shaking **(4) _____** their boots.

In 2017, they made history **(5) _____** becoming the first women's team to ever be named the World Rugby Team of the Year. Can you imagine the pride, the joy, the euphoria of being recognized as the best of the best on a global scale? It was a moment that sent shockwaves through the rugby world and inspired countless young girls to pick up a ball and chase their dreams.

Fast forward to 2022, and the Black Ferns once again proved why they are the stuff of legends. Playing in front of a record-breaking crowd of 42,000 fans – the largest **(6)** _____ for women's rugby – they faced off against England in a nail-biting final. With both teams leaving everything on the field, this showdown was one **(7)** _____ the ages. In the end, it was the Black Ferns who emerged victorious, lifting the Rugby World Cup on home soil for the first time. Talk about a moment that will go down in history!

Let's rewind a bit – back to 1989 when the first New Zealand women's selection took the field. They **(8)** _____ have been the pioneers, the trailblazers, but little did they know they were actually laying the groundwork for future generations of rugby stars. And did they set the bar high!

So what is next for the Black Ferns? More victories, more records broken, and more young girls inspired to follow in their footsteps. Because when you **(9)** _____ got a team like this, the sky's the limit.

In a world where strength, skill, and determination reign supreme, one team stands tall above the rest – the Black Ferns. Keep an eye on **(10)** _____, folks. Trust me, you wouldn't want to miss a moment of their journey to rugby greatness!

Data taken from: <https://www.allblacks.com/teams/black-ferns/>

(10 points)

Task 7: A Fascinating Journey Into the World of Native American Healers

Read the following text. Use the word in brackets to form a new word that best fits each gap. Use **only one word** in each gap.

The task begins with an example (0).

Write your answers (**words**) on the separate Answer Sheet.

Long ago, in the heart of Native American tribes, remarkable individuals known as *Medicine Men* and *Medicine Women* had a special connection with the spirit world. These healers were like magical (0) guardians (GUARD) of their tribes, able to communicate with the spirits and stay on their good side.

The healers acted not only as doctors, but also as (1) _____ (SPIRIT) leaders. They believed that diseases could be caused by humans, nature, or spirits, and they were well (2) _____ (EQUIP) to treat all these causes. To fight off the problematic sickness spirits, they wore elaborate masks, often grotesque and hideous in (3) _____ (APPEAR), and danced around patients, shaking rattles and beating drums, to frighten away the evil spirits. They combined this with plant and animal substances known for their healing properties.

Becoming a healer wasn't easy. Some were born into families of healers, while others had visions that led them down the path of medicine. Regardless of their background, (4) _____ (EXPERIENCE) apprentices had much to learn from master healers before they were allowed to practice on their own. It was like going to a special school for magic!

Being a healer was a considered a privilege and a great (5) _____ (RESPONSIBLE). Healers had to take care of not just individuals, but also the whole tribe. In return for their help, the tribe, who respected them (6) _____ (IMMENSITY), made sure they had everything they needed: food, shelter, clothes, assistance, and even special gifts. It was like being a superhero in your community!

Healers had cool tools, too, made from things like fur, bones, crystals, feathers, and shells. They used these tools to perform rituals: dancing, chanting, drumming and (7) _____ (RUB) sacred stones on people. They even had sweat lodges, which functioned like magical steam rooms for purifying the body and soul. It was like going to a spa, but with extra spirit power! Sometimes healers

burned sage, a powerful herb, to **(8)** _____ (CLEAN) the air and protect against evil spirits. They believed that sweeping sage smoke over their bodies restored balance and **(9)** _____ (PURE) them inside and out. It was like having a superhero shield against bad vibes!

In the end, Native American healers were like **(10)** _____ (ORDINARY) god-like humans of the past. They used their special powers to keep their tribes healthy and happy, connecting with the spirits to protect their people. What a fascinating journey into a world filled with magic, tradition, and the power of belief!

(10 points)

THIS IS THE END OF THE TEST.