**DRŽAVNO NATJECANJE IZ ENGLESKOG JEZIKA**

**za 8. razred osnovne škole**

**školska godina 2014./2015.**

SLUŠANJE S RAZUMIJEVANJEM

TRANSCRIPT

**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 is on this page.**

**You will hear the recording about mass shooting threats in American schools.**

**You will have time to look through the sentences before you listen. Write your answers on the test first but don't forget to copy your answers onto the answer sheet when you finish. The recording will be played 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.**

**Now read the statements that follow.**

**For each statement, 1 to 6, decide whether they are true or false. Write T for true, or F for false. There is an example at the beginning.**

**You now have 30 seconds to read the sentences.**

[A pause of 30 seconds]

**You will now hear the speaker.**

Two months ago, New Jersey schools were the targets of dozens of bomb and mass shooting threats that led to evacuations and lockdowns. And in December, the entire Los Angeles Unified School District was shut down after an email threat — which was ultimately deemed a hoax — was received. From where we sit, it seems like a day doesn’t go by without some school receiving a terrifying threat. So, are threats really on the uptick or are we just being bombarded with information?

Though there’s not enough national data to know for sure, the National School Safety and Security Services directed a small study last year and found that school threats increased 158% from 2013 to 2014. The study reviewed 812 school threats across the country from August 1 to December 31, 2014, the first half of the school year. Among the scares: A Texas high school student who threatened to lock his classmates in the cafeteria and begin shooting; a 17-year-old Pennsylvania student who claimed she "could be the first female school shooter;" and two 14-year-old boys who made a series of bomb threats against their school.

It seems no school is immune from threats; in fact, according to the report, there were threats in 46 out of 50 states, most of which were bomb or shooting scares. And social media and technology are only fueling the fire, allowing users to send anonymous threats easily. Two-hundred and ninety-nine threats (or 37%) reviewed in the study were sent electronically, via social media, email, texting, or other digital resources — but social media accounted for the vast majority, or 231 threats. “Trendy apps like Yik Yak, After School, and Whisper are creating special problems for investigators because teens can post anonymously, making it harder to track down offenders,” the study noted. And then there’s “swatting,” a strategy for hoax threats that trigger massive police responses. Last year, schools in Princeton, New Jersey were the target of 10 unfounded threats, which police believed to come from electronic gamers, who originated the “swatting” phenomenon.

So, with near-constant threats against students’ lives, how do we — and the police — know what to take seriously and what to brush off? When every threat is met with action (nearly 30% of the threats in Trump’s study resulted in school evacuations and almost 10% led to school closings), the learning environment is majorly disrupted, and law enforcement resources are strained. “What cannot be calculated is the stress of dealing with threats, the drain on emotions, and the trauma to children, their families, and school staff,” the study noted

5 seconds

**Now listen again.**

**You have 20 seconds to go through your answers one more time.**

[A pause of 20 seconds]

**This is the end of the listening task. Check your answers one more time and copy them onto the Answer Sheet.**

[You may now stop the CD.]