

# TEKMOVANJE IZ ANGLEŠČINE

Tekmovanje za učence 9. razreda

2011/2012

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## UVOD

Tekmovanje je namenjeno učencem zaključnega razreda osnovne šole, ki se za jezik posebej zanimajo in izkazujejo nadpovprečno raven obvladovanja ustne in pisne komunikacije v angleščini.

Tekmovalne naloge imajo za podlago učni načrt za osnovno šolo. V smislu vzpodbujanja kreativnosti in medkulturne ozaveščenosti so tekmovalne naloge oblikovane tako, da na šolski ravni spodbujajo zdravo tekmovalnost in služijo popularizaciji jezika ter selekciji, na regijski in državni ravni pa so zasnovane na literarnem delu, ki je objavljeno v Razpisu. Šolska raven temelji na preverjanju bralnega razumevanja, rabe jezika in pisnega sporočanja. Regijsko in državno tekmovanje temeljita na izbrani literarni predlogi in tako spodbujata veselje do branja in razvijanje bralne zmožnosti, ter pisnega sporočanja.

Tekmovanje vsebuje naloge bralnega razumevanja, rabe jezika in pisnega sporočanja. Prav slednje je med daleč najbolj zahtevnimi zmožnostmi, saj zahteva poznavanje in uporabo besedišča, slovničnih struktur, kakor tudi zmožnost koherentnega pisanja na ravni odstavka in sestavka. Od tekmovalcev pričakujemo, da bodo pisali tudi kreativno. Vse zgoraj naštetu so sicer cilji, ki so predvideni na področju razvijanje pisnega sporazumevanja v zadnjem triletju devetletne osnovne šole, seveda predvsem za tretjo raven zahtevnosti, vendar naloge takšnega tipa pomenijo nadgradnjo učnega načrta, saj pisanje na osnovi literarne predloge v osnovni šoli ni predvideno.

**Shema tekmovalne naloge na šolski ravni**

<b>Slušno razumevanje</b>	Naloge, ki preverjajo učenčeve zmožnosti slušnega razumevanja	Na podlagi navodil, ki jih pripravi tekmovalna komisija za angleščino, ocenjevalec je učitelj mentor.
<b>Bralno razumevanje</b>	naloge, ki preverjajo učenčeve zmožnosti branja in bralnega razumevanja	na podlagi navodil, ki jih pripravi tekmovalna komisija za angleščino, ocenjevalec je učitelj mentor.
<b>Raba jezika</b>	Naloge, ki preverjajo poznavanje in rabo slovnice in besedišča	na podlagi navodil, ki jih pripravi tekmovalna komisija za angleščino, ocenjevalec je učitelj mentor.
<b>Pisno sporazumevanje</b>	naloge, ki preverjajo učenčevo zmožnost pisnega sporočanja	na podlagi navodil, ki jih pripravi tekmovalna komisija za angleščino (ocenjevalec je učitelj mentor).

**Shema tekmovalne naloge na regionalni ravni**

<b>Bralno razumevanje</b>	naloge, ki preverjajo učenčeve zmožnosti branja in bralnega razumevanja	na podlagi navodil, ki jih pripravi tekmovalna komisija za angleščino, ocenjevalec je učitelj mentor.
<b>Raba jezika</b>	Naloge, ki preverjajo poznavanje in rabo slovnice in besedišča	na podlagi navodil, ki jih pripravi tekmovalna komisija za angleščino, ocenjevalec je učitelj mentor.
<b>Pisno sporazumevanje</b>	naloge, ki preverjajo učenčevo zmožnost pisnega sporočanja	na podlagi navodil, ki jih pripravi tekmovalna komisija za angleščino, ocenjevalec je učitelj mentor.

 **Naloge temeljijo na literarnem delu, ki je objavljeno v Razpisu.**

**Shema tekmovalne naloge na državni ravni**

<b>Pisno sporazumevanje</b>	naloge, ki preverjajo učenčevo zmožnost pisnega sporočanja	na podlagi navodil, ki jih pripravi DK za angleščino (ocenjevalec je učitelj mentor).

 **Naloge temeljijo na literarnem delu, ki je objavljeno v Razpisu.**

**Slušno razumevanje**

Z nalogami slušnega razumevanja učenci pokažejo, da razumejo avtentično besedilo iz znanega tematskega področja:

- znajo izluščiti podrobnosti
- znajo povzeti ključne informacije

Viri slušnih besedil: časopisi, najstniške revije, prospekti, knjige, internet itd.

**Organizacija**

Navodila za reševanje nalog bralnega razumevanja so v angleščini. Vsaka naloga vsebuje rešen prvi primer. Učenci ne uporabljajo slovarjev.

**Vrste besedil**

Besedila so informativna, pripovedna in opisna. Dolžina govornih besedil se spreminja glede na podspretnost, ki se preverja, in glede na nalogo. Dolžina slušnega besedila je do 3 minute.

**Vrste besedil:**

- zgodbe,
- poročila,
- opisi,
- pripovedi,

- pogovori dveh ali več ljudi o vsakdanjih temah,
- obvestila,
- poročila o dogodkih in dejavnostih,
- navodila,
- reklame,
- intervjuji.

**Spretnosti, ki preverjajo razumevanje govornega besedila:**

- učenec izlušči glavne misli govornega besedila (ang. *skimming*),
- učenec poišče določene informacije v besedilu (ang. *scanning*).

**Vrste nalog**

Naloge zahtevajo nebesedni in/ali kratek besedni odziv.

Vsaka naloga vsebuje od 5 do 7 vprašanj (testnih postavk), na primer:

- prenos podatkov v drugo obliko,
- povezovanje slušnega besedila s slikami,
- izbirni tip nalog,
- naloge kratkih odgovorov,
- naloge dopolnjevanja besedila z besedami ali besednimi zvezami,
- beleženje pod naslovi/po kategorijah,
- zapisovanje podatkov.

Navedene so možne vrste nalog za preverjanje slušnega razumevanja. To pa ne pomeni, da bodo vse tudi uporabljene.

**Vrednotenje**

Vrednotenje je objektivno. Vsak pravilen odgovor je vreden po **1 (eno) točko**. Učitelji mentorji uporabljajo navodila za vrednotenje, ki jih pripravi DK.

**Bralno razumevanje**

Z nalogami bralnega razumevanja učenci pokažejo, da znajo prebrati in razumejo:

- avtentična angleška besedila

Viri besedil so : časopisi, najstniške revije, prospekti, knjige, internet itd.

**Organizacija**

Navodila za reševanje nalog bralnega razumevanja so v angleščini. Vsaka naloga vsebuje rešen prvi primer. Učenci ne uporabljajo slovarjev.

**Vrste besedil**

Besedila so informativna, pripovedna, in opisna. So ustrezno členjena in jasno strukturirana. Izbira dolžine besedil se spreminja glede na podspretnost, ki se preverja, in glede na nalogo. Dolžina besedila za preverjanje bralnega razumevanja je od 200 do 500 besed.

Vrste besedil:

- krajše pripovedi, zgodbe, basni,
- razglednice, zasebna pisma,
- poročila o dogodkih in dejavnostih,
- navodila,
- opisi poti ali smeri,
- pravljice
- kratki življenjepisi,
- članki iz mladinskih časopisov na določeno temo,
- besedila iz spleta.

**Dejavnosti:**

- odgovarjanje na vprašanja
- povezovanje besedil z naslovom
- razvrščanje in urejanje pomešanih povedi ali odstavkov
- dopolnjevanje besedila
- upoštevanje navodil (iskanje poti na zemljevidu, ...)
- izpolnjevanje table
- ...



**N.B.:** Zgoraj so navedene možne vrste nalog za preverjanje bralnega razumevanja. To pa seveda ne pomeni, da bodo vse vrste nalog zajete v tekmovalni nalogi vsakokrat in/ali da bodo uporabljene vedno v enakem vrstnem redu.

### **Ocenjevanje**

Vrste nalog in vprašanj za preverjanje bralne zmožnosti so 'zaprtega tipa', kar omogoča objektivno ocenjevanje. Vsak pravilni odgovor je vreden po 1 (eno) točko. Naloge ocenjujejo učitelji mentorji. Pri ocenjevanju uporabljajo vnaprej pripravljena navodila za ocenjevanje, ki jih pripravi DK.

### **Jezikovno znanje in sposobnosti ter besedišče**

V tem delu preizkusa se preverja sposobnost uporabe jezikovnih zakonitosti ter bogastvo besedišča in ustreznost njegove rabe.

### **Organizacija**

Navodila za reševanje so v angleščini. Vsaka naloga vsebuje rešen prvi primer. Učenci ne uporabljajo slovarjev.

### **Vrste nalog:**

- urejanje pomešanih delov stavka,
- izbirni tip nalog,
- besedilo z vrzelmi ( z danim izborom besed ali brez ),
- povezovanje delov povedi,
- dopolnjevanje povedi ali besedila z danimi iztočnicami ali brez njih,
- razširjanje iztočnic v povedi ali besedilo.

**N.B.:** Zgoraj so navedene možne vrste nalog za preverjanje rabe jezika. To pa seveda ne pomeni, da bodo vse vrste nalog zajete v tekmovalni nalogi vsakokrat in/ali da bodo uporabljene vedno v enakem vrstnem redu.

**Ocenjevanje**

Vrste nalog in vprašanj so 'zaprtga tipa' (, kar omogoča objektivno ocenjevanje). Vsak pravilni odgovor je vreden po 1 (eno) točko. Naloge ocenjujejo učitelji mentorji.

**Pisno sporazumevanje**

Z nalogami pisnega sporazumevanja se preverjajo zmožnosti tvorjenja pisnega besedila v angleščini. Tekmovalci pišejo s pomočjo iztočnic in samostojno ustvarjajo svoja besedila (kreativno pisanje). Prebrano književno delo na regijskem in državnem tekmovanju jim služi kot izhodišče.

**Tekmovalci lahko preberejo katerokoli izdajo literarnega dela: slovenski prevod, prirejeno in skrajšano besedilo, besedilo v celoti. Mentor ga izbere na podlagi poznavanja znanja in interesov tekmovalcev.**

**Organizacija**

Navodila so v angleščini. Učenci ne uporabljajo slovarjev.

**Vrste besedil**

Učenci tvorijo eno pisno besedilo izmed naslednjih možnosti:

- razglednico
- sporočilo,
- zasebno pismo,
- opis osebe, dogodka, kraja itd.,
- kratko pripoved,
- zgodbo.

**Vrste nalog**

Učenci tvorijo besedilo, ki je dolgo do 250 besed.

Vrste vodenih nalog:

- dopolnjevanje besedila,
- dokončanje besedila
- opisovanje slik/fotografij in urejanje v besedilo,
- razširjanje zapiskov v besedilo,
- pisanje besedil s pomočjo iztočnic,

V nalogah se določijo:

- sporočilni namen,
- dolžina besedila,
- merila za vrednotenje.

### **Ocenjevanje**

Pisna besedila vrednotijo/ocenjujejo učitelji mentorji. Ker gre za naloge odprtega

(subjektivneg) tipa, jih ocenjevalci vrednotijo po naslednjih kriterijih:

- **Vsebina**
- **Jezikovna pravilnost**
- **Besedišče**
- **Zgradba/vezljivost**

Pri ocenjevanju uporabljajo učitelji ocenjevalci analitično ocenjevalno lestvico po merilih, ki jih pripravi DK.

**VODEN PISNI SESTAVEK****Merila za ocenjevanje****VSEBINA**

## Št. točk Merila

- 5 Vsebina je izvirna, učenec/ka izvirno razvije vse zahtevane dele/iztočnice. Dolžina besedila je ustrezna in ne odstopa bistveno od predvidene.
- 4 Vsebina je izvirna, učenec/ka se v pretežni meri drži navodil / v sestavek vključi skoraj vse zahtevane iztočnice.
- 3 Učenec/ka pri pisanju uporablja iztočnice iz navodil in jih povezuje na zelo osnovni ravni ali vključi v sestavek le eno od zahtevanih iztočnic.
- 2 Vsebina je zelo poenostavljena ali prekratka za presojo.
- 1 Vsebina je v glavnem neprimerna.

**JEZIKOVNA PRAVILNOST**

## Št. točk Merila

- 4 Besedilo vsebuje več raznolikih slovničnih struktur, nekaj osnovnih napak.
- 3 Raba preprostih slovničnih struktur, pogoste osnovne napake.
- 2 Pogoste jezikovne napake, večina slovničnih struktur je napačnih.
- 1 Slovnične napake močno ovirajo razumevanje sestavka.

**BESEDIŠČE**

## Št. točk Merila

- 3 Besedišče je primerno, občasno nadpovprečno bogato.
- 2 Besedišče je primerno, osnovno in se ponavlja, opazimo nekaj napačnih rab.
- 1 Omejeno besedišče, razumevanje sestavka je skoraj nemogoče.

**ZGRADBA/VEZLJIVOST**

## Št. točk Merila

- 3 Dobra vezljivost na ravni stavka in sestavka. Misli so jasno izražene. Napak v rabi ločil skoraj ni..
- 2 Besedilo je primerno razvito. Misli so občasno nejasno izražene. Napake v rabi ločil so prisotne.
- 1 Slaba vezljivost. Misli so nejasno izražene. Napake v rabi ločil so pogoste.

**Skupno št. točk – 15***OPOMBE:*

*Če je vsebina popolnoma neprimerna oziroma sestavek ne ustreza naslovu, nalogo ocenimo z nič točkami v celoti.*

*Če je vsebina ocenjena z 1 točko, so lahko ostale kategorije ocenjene največ z 2 točkama.*

*Pravopisne napake spadajo v kategorijo besedišča.*

**Vloga mentorja**

Kar zadeva delo učiteljev mentorjev v procesu priprave učencev na tekmovanje, vidimo njihovo vlogo ne zgolj v podajalcu “snovi”, temveč v usmerjanju učencev pri njihovem sicer vodenem, vendar samostojnem delu. Pri tem imamo v mislih delo z viri, uporabo sodobne računalniške tehnologije, sodelovalno učenje, ... in na podlagi pridobljenih podatkov oblikovanje lastnega mnenja. Učiteljem mentorjem svetujemo tudi uporabo različnih instrumentov spremljanja učenčevega napredka (npr. Portfolio).

**ZGLEDI NALOG*****Bralno razumevanje*****1. Friday**

The following is a passage from *Robinson Crusoe*. Parts of sentences have been cut out and jumbled up at the bottom of the text. Put them back into the correct place.

**Write letters (A – J) in the spaces (1 – 8). There are two parts of sentences too many. One has been already done for you.**

I had now a companion, and in a short time I began to teach him to speak to me. First I let him know that his name was to be Friday, (0) E. Then I taught him everything that I thought would make him useful, handy, and helpful. I clothed him in a suit made of goatskins, (1) \_\_\_\_\_. After some time had passed over, Friday came running to me one morning to say that there was a ship in sight. Welcome as this news was, I thought I would not show myself (2) \_\_\_\_\_, and it was well that I did not. I watched in concealment and saw a boat leave the ship and make for the shore. Eleven men landed, (3) \_\_\_\_\_. They were laid upon the ground while the rest dispersed about the island. I approached the captives and questioned them, and found they were English, (4) \_\_\_\_\_, and the others were the mate and a passenger, and that there had been a mutiny on the ship, and that the men, as a favour, instead of killing them, (5) \_\_\_\_\_. I offered to aid them to recover the ship, and going back to the castle, I brought guns and gave them to them. When (6) \_\_\_\_\_, who the captain said were the leaders, and the rest, taken by surprise, yielded to us. The captain made them swear (7) \_\_\_\_\_, and then returned to the ship. Those on board were equally surprised at the turn affairs had taken.

- A and he seemed to be greatly pleased to be dressed like myself
- B he provided me with clothing from his own wardrobe
- C and I saw that three of them were bound as captives
- D were going to leave them on the island
- E for that was the day I saved his life
- F the men returned to the boat we shot two
- G that one was the captain
- H until I could learn what had brought the ship there
- I and after I had arranged all my affairs, Friday and I went aboard
- J that they would obey him faithfully

**Raba jezika**

**Complete the text. Write ONE word in each gap. Choose from the words suggested in the box. There are more words than needed. The first example has been done for you.**

a	after	at	become	best	happens
have	meet	rang	remember	saw	so
<del>too</del>	think	was	when	worse	worst

IT HAPPENED TO ME...

Moving houses can be exciting, but if it happens (0) too often it can make your life hell. This is Laura-Anne's story...

"My dad's in the army and I can't even (1) \_\_\_\_\_ the number of times we have moved house. Usually we move every two years, but sometimes it (2) \_\_\_\_\_ after as little as two months. The (3) \_\_\_\_\_ thing about being constantly on the move is the feeling of never really belonging anywhere. So far I (4) \_\_\_\_\_ been to ten different schools! It's difficult to (5) \_\_\_\_\_ new friends and it makes me sad when I meet somebody I really get on with because I know that before long we will only be penpals.

My parents decided to send me to (6) \_\_\_\_\_ boarding school thinking that I would have more stability there, but it was even (7) \_\_\_\_\_. I felt as if they had rejected me. I (8) \_\_\_\_\_ them every night and after a month they let me join I was at home again.

However, I think being (9) \_\_\_\_\_ boarding school helped me cope with my life and one thing is certain – (10) \_\_\_\_\_ I grow up and have my own children, I will never want to move again.

***Pisno sporočanje***

Your penfriend Mick from Ireland has written you the following letter:

**Dear Ana/Tim,**  
**I am going to finish primary school soon and would like to go to a local grammar school. I am looking forward to improving my English as well as starting to learn a new foreign language. The problem is I cannot decide whether to choose French or German. Your advice/opinion would be of great help. I am looking forward to hearing from you.**  
**Best regards,**  
**Mick**

In your reply write about:

- the importance of learning foreign languages
- your own experience in the same situation
- how you would decide if you were Mick and why

Your text should contain from 140–160 words.

The following will be evaluated: the contents, the structure of the text, grammar and vocabulary.

**Dear Mick,**

Thank you for your letter. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## TEKMOVANJE 2009/2010

**ŠOLSKO TEKMOVANJE IZ ANGLEŠČINE ZA UČENCE  
9. RAZREDOV OSNOVNE ŠOLE**

26. november 2009

Ime in priimek učenca:

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NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE
<b>A) Reading Comprehension</b>		
1. THE ONE AND ONLY ASTERIX	7	
2. THE RAIN GOD	8	
<b>B) Use of language</b>		
1. LIVING UPSIDE DOWN	8	
2. LEARN TO ACCEPT CRITICISM	7	
<b>C) Writing</b>		
1. E-MAIL	15	
Skupaj	45	

Ocenjevalci: \_\_\_\_\_

**Drage tekmovalke, dragi tekmovalci!**

Pred vami je prva preizkušnja, ki bo pokazala del vašega znanja angleškega jezika. Že dejstvo, da si želite tekmovati, pove, da imate angleščino radi in da jo nedvomno tudi dobro obvladate. Prepričani smo, da bo tako tudi v prihodnje.

In kako se boste lotili nalog? Svetujemo vam, da najprej preletite vse tekmovalne naloge. Sledijo si po določenem redu, vendar se lahko sami odločite, po kakšnem vrstnem redu jih boste reševali.

Če imate kakšno vprašanje glede reševanja nalog, vprašajte to pred začetkom reševanja. Kasneje to ne bo več mogoče.

Najprej dobro preberite navodila, nato premislite in napravite, kar naloga zahteva. Pišite čitljivo. Pišite z nalivnim peresom ali kemičnim svinčnikom, nikakor ne s svinčnikom.

Slovarjev danes ne boste mogli uporabljati.

Za reševanje tekmovalnih nalog imate na voljo 60 minut. Želimo vam uspešno reševanje!

Nalogo pripravila: državna komisija

## A) READING COMPREHENSION

## 1. The One and Only Asterix

Read the article and then answer the questions below. The first one has been done for you.

Asterix is the main character in the comic strip series by Goscinny and Uderzo, set in ancient times when the Romans ruled the world. Asterix lived in a tiny village in Gaul, as France was called then. His village is the only one in Gaul which is not under the control of the Romans. His most striking feature is that, unlike most other Gauls, he is extremely short and thin. He has got dark, friendly eyes, a big fat nose and a huge moustache. He always wears a black sleeveless shirt, a pair of red trousers and a winged helmet, the typical costume of the Gauls. For one thing, he is extremely clever. As a result he always finds the ways to trick the Romans. However, he can be a very loyal friend and even puts himself in a great danger to save a fellow Gaul who has been captured by the Romans. What is more. He is good-tempered and usually managed to stay calm even in the most difficult situations. He sends an important message to us all that freedom is worth fighting for. We hope that he continues to fight his comic battles for many more years to come.



(0) Who is the main character of the comic strip series by Goscinny and Uderzo?

Asterix.

(1) When and where is the comic strip set?

(2) What is unusual about the village where the Asterix lives?

(3) What is unusual about Asterix's appearance?

(4) What is the typical costume of the Gauls like?

(5) According to the writer, what three personal qualities does Asterix have?

(6) How did Asterix react even in the hardest situations?

(7) What important message does he send to us all?

## 2. The Rain God

**This text is about a lorry driver and describes one of his working days. Read it carefully and decide whether the statements below are true (T), false (F) or not given (NG). The first example has been done for you.**

It was raining now, just for a change. It was a particular type of rain that he particularly disliked, particularly when he was driving. He had a number for it. It was rain type 17. He had read somewhere that the Eskimos had over two hundred different words for snow, without which their conversation would probably have got very monotonous. So, they would distinguish between thin snow and thick snow, light snow and heavy snow, snow that came in on the bottom of your neighbour's boots all over your nice clean igloo floor, the snows of winter, the snows of spring, the snows you remember from your childhood that were so much better than any of your modern snows, fine snow, hill snow, valley snow, snow that falls in the morning, snow that falls at night and so on.

Rob McKenna had two hundred and thirty-one different types of rain entered in his little book, and he didn't like any of them. He shifted down another gear and the lorry heaved its revs up. Since he had left Denmark the previous afternoon, he had been through types 33 (light pricking drizzle which made roads slippery), 39 (heavy spotting), 47 to 51 (vertical light drizzle through to moderate drizzle freshening), 87 and 88 (two different vertical downpours), 100 (cold post-downpour rain), all the sea storm types between 192 and 213 at once, 123, 124, 126, 127 (mild to intermediate cold gusting rain), 11 (breezy droplets) and now his least favourite of all, 17. Rain type 17 was a dirty blatter battering against his windscreen so hard that it didn't make any difference whether he had his wipers on or off. He tested his theory by turning them off, but as it turned out the visibility did get quite a lot worse. It just failed to get better when he turned them back on.

He hit his steering wheel, kicked the floor, thumbed his cassette player till it suddenly started playing Barry Manilow, thumbed it again till it stopped, and swore and swore ... At that moment a man appeared, standing on the road and trying to get a ride. Instead of picking him up, he splashed quite a lot of dirty water in his direction.

Splattered in his rear mirror a couple of seconds later was the reflection of the hitchhiker, completely covered in muddy water by the roadside. For a moment he felt good about this. A moment or two later he felt bad about feeling good about it. Then he felt good about feeling bad about feeling good about it and, satisfied, drove on into the night.

And as he drove on, the rainclouds dragged down the sky after him, for, though he did not know it, Rob McKenna was a Rain God. All he knew was that his working days were miserable and he had a number of lousy holidays. All the clouds knew was that they loved him and wanted to be near him, to cherish him and water him.

		T	F	NG
0	It was a sunny day.		×	
1	He heard that the Eskimos had less than two hundred different words to describe snow.			
2	Rob has been a lorry driver for twenty years.			
3	Rob McKenna had 241 different types of rain and he wrote them down in his little book.			
4	There were more than 12 different types of rain accompanying him since he left Denmark.			
5	Rain type 17 was his favourite type of rain.			
6	A hitchhiker was standing on the road for quite some time and was trying to get a ride.			
7	The man Rob splashed, was furious.			
8	He was a Rain God and the clouds loved him.			



**B) USE OF LANGUAGE****1. Living Upside Down**

**Complete the text. Write one word only. The first example has been done for you.**

Sloths (0) are \_\_\_\_\_ medium-sized mammals that live (1) \_\_\_\_\_ central and South America. Most sloths live up in the trees so very few enemies (jaguars) can reach them there. This is fortunate because sloths sleep 18 hours (2) \_\_\_\_\_ day.



All sloths are lazy but in general, the three-toed sloth is (3) \_\_\_\_\_ and slower than the two-toed sloth. It hangs upside down from a branch of a tree almost all of (4) \_\_\_\_\_ life. It only eats one particular kind of leaf, cecropia tree leaf. However, this is not a problem (5) \_\_\_\_\_ there are plenty of these leaves where the sloths live. No other animals compete with the sloth for food so food is easily found. They also eat insects, birds, small reptiles and buds. Their digestive process can take a month or more (6) \_\_\_\_\_ complete.

Sloths hardly ever move and never try to clean their fur. Therefore many small plants and animals (7) \_\_\_\_\_ as green algae and moths live in their fur. When there's a lot of green algae the sloth is completely camouflaged and can't be seen easily. Sloths' fur grows in a different direction so they are well protected (8) \_\_\_\_\_ the rain when hand down from the trees.

A sloth never reacts very much to anything. It does not move faster than 1km per hour. Its hearing is also very poor.

Sloths hardly ever leave their trees and often continue to hang from tree branches after they have died.

## 2. Learn to Accept Criticism

Complete the text with the words from the box. There are three too many.  
One example has been done for you.

hand, head, sure, hard, interests, nice, nasty, hurt, ~~somebody~~,  
opinion, to

People often feel pressured when (0) somebody criticizes them. It is hard to separate the useful comments that can actually help you improve from the (1) \_\_\_\_\_ comments that hurt your feelings. When your coach shouts at you, »Can't you run any faster?!« or your mom asks, »Are you (2) \_\_\_\_\_ you want to wear that?« the only message you hear may be, »You're not good enough.«

But consider this: if criticism comes from someone who truly has your best (3) \_\_\_\_\_ at heart, it may contain valuable information that can help you a lot.

Instead of being (4) \_\_\_\_\_ try to open yourself up to the possibility that your criticizer might be right. This is (5) \_\_\_\_\_ but it's worth trying.

On the other (6) \_\_\_\_\_, if somebody is constantly criticizing you, the best thing to do is to go away and not to lose energy with this person. Try not to be too sensitive.

You don't have to be focused (7) \_\_\_\_\_ self-improvement all the time.

And remember: in the end you're the one who chooses how to react to someone's words.

**C) WRITING****1. E-mail**

**Your school has a partner school from Poland. You and your friends from Poland exchange opinions about the use of the computer. Write an e-mail message in which you:**



- **explain the role of the computer in your life,**
- **describe the advantages and disadvantages of using the computer,**
- **give advice to your friends about the reasonable use of the computer.**

**Your e-mail should contain 130 to 150 words. You will be marked on the following: content (5 points), vocabulary (3 points), grammar (4 points) and organisation (3 points).**

**You may plan your draft here. It will not be marked.**







## REGIJSKO TEKMOVANJE IZ ANGLEŠČINE ZA UČENCE 9. RAZREDOV OSNOVNE ŠOLE



**Zavod  
Republike  
Slovenije  
za šolstvo**

28. JANUAR 2010

Šifra učenca:

NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE
<b>A) Reading Comprehension</b>		
1. THE EDITH NESBIT'S SOCIETY	10	
2. THE BRAVE MOTHER	11	
<b>B) Use of language</b>		
1. SAVIOURS OF THE TRAIN	7	
<b>C) Writing</b>		
1. ROBERTA AND HER MOTHER	15	
Skupaj	43	

**Ocenjevalci:** \_\_\_\_\_

Drage tekmovalke, dragi tekmovalci!

Pred vami je regijsko tekmovanje, ki bo pokazalo del vašega znanja angleščine. Že dejstvo, da si želite tekmovati, pove, da imate angleščino radi in da jo nedvomno tudi dobro obvladate. Prepričani smo, da bo tako tudi v prihodnje.

In kako se boste lotili nalog? Svetujemo vam, da najprej preletite vse tekmovalne naloge. Sledijo si po določenem redu, vendar se lahko sami odločite, po kakšnem vrstnem redu jih boste reševali.

Če imate kakšno vprašanje glede reševanja nalog, vprašajte to pred začetkom reševanja. Kasneje to ne bo več mogoče.

Najprej dobro preberite navodila, nato premislite in napravite, kar naloga zahteva. Pišite čitljivo. Pišite z nalivnim peresom ali kemičnim svinčnikom, nikakor ne s svinčnikom.

Slovarjev danes ne boste mogli uporabljati.

**Za reševanje tekmovalnih nalog imate na voljo 60 minut. Želimo vam uspešno reševanje!**

Nalogo pripravila: državna komisija

**A) Reading comprehension****1. The Edith Nesbit's Society**

**Read the biography of *Edith Nesbit*, the author of *The Railway Children* and decide whether the statements in the chart are true (T) , false (F) or not given (NG). The first example has been done for you.**

Edith was born in London in 1858. When she was four her father died but her mother bravely continued to run the agricultural college her husband, and before that, his father, had founded in Kennington, London.

Her childhood was shared with her sister, half sister and three brothers. She was educated on the continent when she accompanied her brother and sister Mary travelling throughout France, Germany and Spain. This was not an educational grand tour, but an endeavour to get her sister well as she was suffering from tuberculosis.

Upon their return to England Edith's mother moved the family from London to Halstead, Kent. This was the start of Edith's love of the countryside and especially of Kent.

At the age of 18 she met Hubert Bland, a young writer with radical political opinions. A move to a small terraced house in Elswick Road, Lewisham with their first child, Paul, was one of the many homes in the south east of London.

Edith had begun writing in her teens and her artistic talents were needed to bring in money when she and Hubert were first married. Her flourish for writing poems, articles and children's stories eventually led the family which now numbered three children, to move to larger homes in Lee and Grove Park.

Nesbit was a regular lecturer and writer on socialism throughout the 1880's. However she gave less time to these activities after she became a successful children's writer. Her most famous novels include *The Story of the Treasure-Seekers*(1899), *The Wouldbegoods* ( 1901), *Five Children and It* (1902) *The Phoenix and the Carpet* (1904) , *The New Treasurer-Seekers* (1904), *The Railway Children* (1906) and *The Enchanted Castle*(1907). A collection of her political poetry, *Ballads and Lyrics of Socialism*, was published in 1908.

Edith and her husband Hubert had many literary friends such as HG Wells, George Bernard Shaw and friends from The Fabian Society.

The first world war and Hubert's death in 1914 brought a change to their fortunes. Managing a large house was becoming difficult and at the suggestion of a family friend she left Well Hall for her beloved Kentish countryside. Prior to the move she found solace and happiness with Thomas Tucker, an engineer whom she married in 1917.

Edith Nesbit continued to write children's books and had published forty- four novels before her death on 4 May, 1924.



		<b>T</b>	<b>F</b>	<b>NG</b>
0	Edith was born in 1858.	√		
1	Edith's family established the agricultural college in London.			
2	Edith attended school in London.			
3	Edith travelled through Europe with her brother and sister because of her sister's poor health.			
4	Edith liked the countryside.			
5	At her lawful age Edith met her first husband.			
6	Edith was already twenty when she began writing.			
7	Edith wrote books for children only.			
8	The Railway Children was Edith's favourite novel.			
9	After Hubert's death she remarried in 1914.			
10	In her life Edith wrote and published forty-four novels.			

<b>10</b>	
-----------	--



## 2. The Brave Mother

**Read the text and match the words from 0 – 11 with the definitions from A to N. Write your answers into the chart below. There are two definitions too many. The first example has been done for you.**

Aunt Emma believed in keeping children in their proper places. And they more than returned the compliment. Their idea of Aunt Emma's proper place was anywhere where they were not. So they saw very little of her. They preferred the company of the servants, who were more amusing. Cook, if in a good **temper**, could sing comic songs, and the housemaid, if she happened not to be offended with you, could imitate a hen that has laid an egg, a bottle of champagne being opened, and could mew like two cats fighting. The servants never told the children what the bad news was that the gentlemen had brought to Father. But they kept hinting that they could tell a great deal if they chose--and this was not comfortable.

One day when Peter had made a **booby trap** over the bath-room door, and it had acted beautifully as Ruth passed through, that red-haired parlour-maid caught him and **boxed his ears**.

"You'll come to a bad end," she said **furiously**, "you **nasty** little limb, you! If you don't mend your ways, you'll go where your **precious** Father's gone, so I tell you straight!"

Roberta repeated this to her Mother, and next day Ruth was sent away. Then came the time when Mother came home and went to bed and stayed there two days and the Doctor came, and the children crept **wretchedly** about the house and wondered if the world was coming to an end. Mother came down one morning to breakfast, very pale and with lines on her face that used not to be there. And she smiled, as well as she could, and said: "Now, my pets, everything is settled. We're going to leave this house, and go and live in the country. Such a ducky dear little white house. I know you'll love it."

A whirling week of packing followed--not just packing clothes, like when you go to the seaside, but packing chairs and tables, covering their tops with **sacking** and their legs with straw. All sorts of things were packed that you don't pack when you go to the seaside. Crockery, blankets, candlesticks, carpets, bedsteads, saucepans, and even **fenders** and fire-irons. The house was like a furniture **warehouse**. I think the children enjoyed it very much. Mother was very busy, but not too busy now to talk to them, and read to them, and even to make a bit of poetry for Phyllis to cheer her up when she fell down with a screwdriver and ran it into her hand.

"Aren't you going to pack this, Mother?" Roberta asked, pointing to the beautiful cabinet **inlaid** with red turtleshell and brass.

"We can't take everything," said Mother.

"But we seem to be taking all the ugly things," said Roberta.

"We're taking the useful ones," said Mother; "we've got to play at being Poor for a bit, my chickabiddy."

When all the ugly useful things had been packed up and taken away in a van by men in green-baize **aprons**, the two girls and Mother and Aunt Emma slept in the two spare rooms where the furniture was all pretty. All their beds had gone. A bed was made up for Peter on the drawing-room sofa.

"I say, this is larks," he said, wriggling joyously, as Mother tucked him up. "I do like moving! I wish we moved once a month."

Mother laughed. "I don't!" she said. "Good night, Peterkin."

As she turned away Roberta saw her face. She never forgot it. "Oh, Mother," she whispered all to herself as she got into bed, "how brave you are! How I love you! Fancy being brave enough to laugh when you're feeling like THAT!"

	WORD:		DEFINITION:
0	a temper	A	of great value because of being rare, expensive or important
1	a booby trap	B	to hit someone on the ears, usually as a punishment
2	to box sb's ears	C	the thick rough material used to make large strong bags
3	furiously	D	mood or emotional state
4	nasty	E	a person who is prone to something
5	precious	F	something dangerous, especially a bomb, that is hidden inside somewhere that looks safe
6	wretchedly	G	rude or offensive
7	sacking	H	a low metal frame around an open fireplace which stops the coal or wood from falling out
8	a fender	I	a decorative pattern put into the surface of an object
9	warehouse	J	to pack somebody's ears in a box
10	inlaid	K	a large building for storing things before they are sold, used or sent out to shops
11	an apron	L	in a very angry way
		M	a piece of clothing that you wear over the front of other clothes to keep the clothes clean while you are doing something dirty
		N	agonizingly, annoyingly, awkwardly, distressfully, disturbingly, excruciatingly, irritatingly, miserably, restlessly, uneasily

0	1	2	3	4	5	6	7	8	9	10	11
D											

**B) Use of language****1. Saviours of the Train**

Read the text and circle one of the suggested verb forms. The first example has been done for you.



The Russian gentleman was so delighted with the strawberries that the three racked their brains to (0) \_\_\_\_\_ some other surprise for him. But all the racking (1) \_\_\_\_\_ not bring out any idea more novel than wild cherries. And this idea (2) \_\_\_\_\_ to them next morning. They (3) \_\_\_\_\_ the blossom on the trees in the spring, and they knew where to look for wild cherries now that cherry time was here. The trees grew all up and along the rocky face of the cliff out of which the mouth of the tunnel opened. There (4) \_\_\_\_\_ all sorts of trees there, birches and beeches and baby oaks and hazels, and among them the cherry blossom had shone like snow and silver.

The mouth of the tunnel was some way from Three Chimneys, so Mother let them take their lunch with them in a basket. And the basket would (5) \_\_\_\_\_ to bring the cherries back in if they found any. She also lent them her silver watch so that they should not be late for tea. Peter's Waterbury had taken it into its head not to go since the day when Peter dropped it into the water-butt. And they started. When they (6) \_\_\_\_\_ to the top of the cutting, they leaned over the fence and looked down to where the railway lines lay at the bottom of what, as Phyllis said, was exactly like a mountain gorge.

"If it wasn't for the railway at the bottom, it (7) \_\_\_\_\_ be as though the foot of man had never been there, wouldn't it?"

- |   |                 |             |                 |                     |
|---|-----------------|-------------|-----------------|---------------------|
| 0 | <b>a</b> ) find | b) found    | c) has find     | d) is going to find |
| 1 | a) will         | b) was      | c) did          | d) am               |
| 2 | a) occurs       | b) occuring | c) have occured | d) occurred         |
| 3 | a) see          | b) had seen | c) seeing       | d) would see        |
| 4 | a) are          | b) wasn't   | c) were         | d) should           |
| 5 | a) does         | b) has done | c) do           | d) doing            |
| 6 | a) get          | b) got      | c) getting      | d) gets             |
| 7 | a) would        | b) will     | c) will be      | d) won't            |



*The Railway Children*

*The Railway Children*

*The Railway Children*

**Nadaljujte na strani 8**

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

## WRITING

### 1. Roberta and her Mother

**Your English teacher has asked you to read the book *The Railway Children* and write about Roberta's relationship with her mother.**

**Write a short composition in which you describe:**

- Roberta's relationship with her mother,
- an example from the book which illustrates their relationship,
- your views of the relationship between children and their parents.

**Your composition should contain 180 to 220 words. You will be marked on the following: content (5 points), vocabulary (3 points), grammar (4 points) and organisation (3 points).**

You may plan your draft here. It will not be marked.





**DRŽAVNO TEKMOVANJE IZ ANGLEŠČINE ZA UČENCE  
9. RAZREDOV OSNOVNE ŠOLE**



**Zavod  
Republike  
Slovenije  
za šolstvo**

7. APRIL 2010

Šifra učenca:

NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE
<b>A) Writing</b>		
3. WELCOME TO RAILWAY CHILDREN	10	
4. LIFE CHANGE	20	
Skupaj	30	

**Ocenjevalci:** \_\_\_\_\_

Drage tekmovalke, dragi tekmovalci!

Pred vami je državno tekmovanje, ki bo pokazalo del vašega znanja angleščine. Že dejstvo, da si želite tekmovati, pove, da imate angleščino radi in da jo nedvomno tudi dobro obvladate. Prepričani smo, da bo tako tudi v prihodnje.

Če imate kakšno vprašanje glede reševanja nalog, vprašajte to pred začetkom reševanja. Kasneje to ne bo več mogoče.

Najprej dobro preberite navodila, nato premislite in napravite, kar naloga zahteva. Pišite čitljivo. Pišite z nalivnim peresom ali kemičnim svinčnikom, nikakor ne s svinčnikom.

Slovarjev danes ne boste mogli uporabljati.

**Za reševanje tekmovalnih nalog imate na voljo 90 minut. Želimo vam uspešno reševanje!**

Nalogo pripravila: državna komisija



## 2. Life Change

**While reading the Railway Children you realized that Roberta, Peter, Phyllis and their mother had to move from London to the countryside. Your English teacher has asked you to write a composition in which you:**

- describe what happened to the family,
- explain how their life changed,
- write your own ending of the book.

**Your composition should contain 180 to 220 words. You will be marked on the following: content (5 points), vocabulary (5 points), grammar (5 points) and organisation (5 points).**

You may plan your draft here. It will not be marked.







*The Railway Children*

*The Railway Children*

*The Railway Children*

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*The Railway Children*

## TEKMOVANJE 2010/2011

**ŠOLSKO TEKMOVANJE IZ ANGLEŠČINE ZA UČENCE**  
**9. RAZREDOV OSNOVNE ŠOLE**

25. november 2010

Ime in priimek učenca:

NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE
<b>A) Reading Comprehension</b>		
1. YOU CAN BE A SINGER	8	
2. ½ THINGS YOU NEVER KNEW ABOUT ROBERT PATTISON	10	
<b>B) Use of language</b>		
1. JURASSIC PARK	8	
2. THE GREAT EXPERIENCE	7	
<b>C) Writing</b>		
1. FRIENDSHIP	15	
Skupaj	48	

Ocenjevalci: \_\_\_\_\_

**Drage tekmovalke, dragi tekmovalci!**

Pred vami je prva preizkušnja, ki bo pokazala del vašega znanja angleškega jezika. Že dejstvo, da si želite tekmovati, pove, da imate angleščino radi in da jo nedvomno tudi dobro obvladate. Prepričani smo, da bo tako tudi v prihodnje.

In kako se boste lotili nalog? Svetujemo vam, da najprej preletite vse tekmovalne naloge. Sledijo si po določenem redu, vendar se lahko sami odločite, po kakšnem vrstnem redu jih boste reševali.

Če imate kakšno vprašanje glede reševanja nalog, vprašajte to pred začetkom reševanja. Kasneje to ne bo več mogoče.

Najprej dobro preberite navodila, nato premislite in napravite, kar naloga zahteva. Pišite čitljivo. Pišite z nalivnim peresom ali kemičnim svinčnikom, nikakor ne s svinčnikom.

Slovarjev danes ne boste mogli uporabljati.

Za reševanje tekmovalnih nalog imate na voljo 60 minut. Želimo vam uspešno reševanje!

Nalogo pripravila: državna komisija

**D) READING COMPREHENSION**

- 1. Read the text and answer the questions. Write short answers (no more than 4 words). The first example has been done for you.**

**You Can Be a Singer!**

To sing a song has been deeply related to human life from ancient times. People enjoy singing songs to babies and they enjoy listening to them. In recent years, there has been a boom in "karaoke" in Japan. Karaoke includes disk players with voice mixing facilities and are used to provide musical accompaniment for solos or sing-along's. The "kara" of kara-oke means empty, while the "oke" is a Japanese abbreviation of the English word, "orchestra." These two words coming together mean an orchestra without a vocalist. Karaoke systems are widespread in many countries nowadays. I think "karaoke bars" are well known by Americans, so they imagine karaoke bars when they hear "karaoke," but actually we have few karaoke bars in Japan. What we call "karaoke box" is more popular in Japan.

You can see many buildings, which say "karaoke box" here and there in Japan. The karaoke box consists of a lot of rooms and each of those rooms has a karaoke set in it. You can go there with friends or with your family to enjoy singing. No strangers can see you or listen to you singing. Many people, no matter what their age or gender, go there often to enjoy singing out loud, to seek relief from daily stress or just for fun. Everyone can be a singer for that moment.

All Karaoke boxes are set up in a similar way. The room has some couches, two microphones, remote controls for the air conditioner, karaoke set, and menus for snacks and drinks, thick song-books on a table, and a big TV with karaoke system just for you and your company. The room also has a telephone that is connected to the reception desk; therefore, you can order some food or drinks from that phone. They will also call you when your time is up.

After you have settled into the room and gotten something to eat or drink, you are all ready to sing. You look up one of the song-books and choose a song you wish to sing. Soon your music will start.

Once you have experienced karaoke, you might want to go again and again, though some people would not like singing in front of people even if they were friends or family. But in my opinion, you can still have a lot of fun there, even if you don't sing. We make jokes and we talk as if we were at home. I personally like karaoke very much. I like singing and I have so much fun every time I go. I think we are seeking a way to express ourselves to people whom we like, and we want to say, "Listen to me! I am here!" Karaoke allows us to express who we are and what we like. I encourage you to try it once in your life. Let's go sing! It is so exciting. You can be a singer!

- (0) Who do people enjoy singing to? To babies.
- (1) What does the word “kara” mean? \_\_\_\_\_
- (2) What do Americans have in mind when they hear “karaoke”? \_\_\_\_\_
- (3) What does the “karaoke box” consist of? \_\_\_\_\_
- (4) Why do people go to the “karaoke box” in Japan? \_\_\_\_\_
- (5) How can you order food and drink while you are in the “karaoke box”? \_\_\_\_\_
- (6) How do you choose your song? \_\_\_\_\_
- (7) What can you do in the “karaoke box” if you don’t sing? \_\_\_\_\_
- (8) What can people do with the help of karaoke? \_\_\_\_\_



**Read the life story of Robert Pattison and do the exercise that follows. Match the headings with the appropriate paragraphs. There are two headings too many. Mark them with an "X". The first example has been done for you.**



### 9 ½ THINGS YOU NEVER KNEW ABOUT ROBERT PATTISON

1

You've probably all heard about 22-year-old Robert as posh perfect Cedric Diggory in the *Harry Potter* movies. But now he's ditched the broomstick for vampires in new bloodtastic film *Twilight*, based on the first of the mega-selling books by Stephanie Meyer. Robert Pattinson was born on May 13, 1986, in London, England.

2

Robert has a large number of fans already. Three thousand teens mobbed him at a signing for *Twilight* in San Francisco. During the rush, a number of people fell, one girl broke her nose and another fainted.

3

More craziness from the fans: while shopping in New York, Robert was taken aback when a seven-year-old fan asked him to bite her. "She went really quiet and she was like; "Can you bite me?" It wasn't a joke," says Robert. "I looked at her and I thought," Do you know what you're saying?"

4

Robert's good looks landed him a role in Hackett's 2007 advertising fall/winter campaign for clothes.

5

He's not just a pretty face, though – Robert is a secret singing star and performs two tracks on the *Twilight* soundtrack. He enjoys music and is an excellent musician, playing both the guitar and piano. He can serenade us any day...

6

Robert is famed for his big hair. But why is it so huge? He says, "I stress out all the time, grabbing my hair. It's so funny how that's becoming a thing, my stupid hair."

7

His dad's a vintage-car dealer – which explains his love of old vehicles. His ideal car is a vintage Porsche or a 70s Ferrari.

8

Robert is a massive fan of oldie singer Van Morrison: "I've been sort of obsessed with him for years. I rarely discover new music."

9

He reckons the worst thing about filming *Twilight* was the "aerial running." He says, "You're balancing your entire weight on two straps, on your crotch and also being pulled along at 35 miles per hour pretending to run, which makes it chafe against everything."

 $\frac{1}{2}$ 

Robert's favourite dinosaur is the diplodocus.

		Paragraph
<b>a</b>	Robert's famous haircut.	<b>6</b>
<b>b</b>	Robert as a child.	
<b>c</b>	An incident that occurred with one of the fans.	
<b>d</b>	Robert's favourite musician.	
<b>e</b>	A crazy wish of one of his fans.	
<b>f</b>	Robert's place of birth.	
<b>g</b>	His dad's occupation.	
<b>h</b>	Robert's friends.	
<b>I</b>	Robert's other talents besides acting.	
<b>j</b>	Robert's worst experiences in being an actor in <i>Twilight</i> .	
<b>k</b>	Robert as a model.	

## E) USE OF LANGUAGE

3. Fill in the gaps with the words from the box. There are three words too many.  
The first example has been done for you.

a	ago	best	better	including	many	much
	of	scared	scary	which	whose	

## Jurassic Park

**Date** Saturday December 27

**Time** 21.40

**Channel** ITV2

Steven Spielberg is (0) a name that has

become synonymous with family entertainment, and

**Jurassic Park** is one of his (1) \_\_\_\_\_ films. It's

hard to believe that it was made 15 years (2)

\_\_\_\_\_, as the special effects still stand up, effectively bringing the dinosaur

theme park at the centre (3) \_\_\_\_\_ the story to roaring life. Richard

Attenborough is solid as ever as the theme park owner (4) \_\_\_\_\_ decision to

give a sneak preview to a few lucky people – (5) \_\_\_\_\_ Sam Neill and Laura

Dern – leads to a fight for survival as the dinos rage against their creator. Spielberg

has got to the exhilarating heart of Michael Crichton's book, and the mix of CGI and

model work remains absolutely jaw-dropping. T-rex looks really (6)

\_\_\_\_\_. It lived throughout what is now western North America, with a

much wider range than other tyrannosaurids. So, if you aren't too (7) \_\_\_\_\_ to





watch it, turn your TV on. It is worth seeing for **(8)** \_\_\_\_\_ reasons, such as the plot, the special effects or even the performance of the actors.

8	
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4. Complete the following story with the verbs from the box. You have to put them in the correct tense or form. The first example has been done for you.

### The Great Experience

arrange	leave	look	not be	not know	pick up	<del>start</del>
take						

At the end of the last year three students from Slovenia **(0)** started to plan a great journey across the USA. At the beginning, these young girls **(1)** \_\_\_\_\_ how to get all the most important information, so they first consulted the map and **(2)** \_\_\_\_\_ for places they wanted to visit.

Finally they **(3)** \_\_\_\_\_ five different but very amazing cities, such as of course New York, Washington D.C. (the capital city), Los Angeles with Hollywood, San Francisco and Las Vegas, the city of gambling and casinos.

In the next couple of months they **(4)** \_\_\_\_\_ everything in connection to the accommodation and the flights.

The accommodation **(5)** usually \_\_\_\_\_ cheap, but they found an internet website, the so called "couchsurfng" which offered different choices to apply as a guest and get a bed or room for free in an American host's home.

It (6) \_\_\_\_\_ a lot of time to plan and arrange everything and finally the big day of departure came.

Fully packed, the adventurous girls (7) \_\_\_\_\_ their homes in order to meet new friends and experience the big world.

7	
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## F) WRITING

### 1. Friendship

You have been asked to write an article for the English version of your school newspaper. The proposed topic is **friendship**. In your article describe:



1. a friend you spend the most of your time with,
2. your relationship and the way you solve problems,
3. what in your opinion makes a good friendship.

Your article should contain 130 to 150 words. You will be marked on the following: content (5 points), vocabulary (3 points), grammar (4 points) and organisation (3 points).

You may plan your draft here. It will not be marked.





## REGIJSKO TEKMOVANJE IZ ANGLEŠČINE ZA UČENCE 9. RAZREDOV OSNOVNE ŠOLE



**Zavod  
Republike  
Slovenije  
za šolstvo**

20. JANUAR 2011

Šifra učenca:

NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE
<b>A) Listening</b>		
1. PERSONAL EXPERIENCE	5	
<b>B) Reading Comprehension</b>		
1. THE RAILWAY CHILDREN: THE BEGINNING OF THINGS	8	
<b>C) Use of language</b>		
1. MICHAEL JR JOSE'S OPINION ABOUT THE BOOK	8	
2. BIOGRAPHY	10	
<b>D) Writing</b>		
2. THE PRIDE OF PERKS	15	
Skupaj	46	

**Ocenjevalci:** \_\_\_\_\_

Drage tekmovalke, dragi tekmovalci!

Pred vami je regijsko tekmovanje, ki bo pokazalo del vašega znanja angleščine. Že dejstvo, da si želite tekmovati, pove, da imate angleščino radi in da jo nedvomno tudi dobro obvladate. Prepričani smo, da bo tako tudi v prihodnje.

In kako se boste lotili nalog? Svetujemo vam, da najprej preletite vse tekmovalne naloge. Sledijo si po določenem redu, vendar se lahko sami odločite, po kakšnem vrstnem redu jih boste reševali.

Če imate kakšno vprašanje glede reševanja nalog, vprašajte to pred začetkom reševanja. Kasneje to ne bo več mogoče.

Najprej dobro preberite navodila, nato premislite in napravite, kar naloga zahteva. Pišite čitljivo. Pišite z nalivnim peresom ali kemičnim svinčnikom, nikakor ne s svinčnikom.

Slovarjev danes ne boste mogli uporabljati.

**Za reševanje tekmovalnih nalog imate na voljo 60 minut. Želimo vam uspešno reševanje!**

Nalogo pripravila: državna komisija

**A) Listening****1. Personal Experience**

Jessica, Anne, Peter, Ron, Roy and Jenny will talk about their personal encounters with the story of The Railway Children. Listen to them and learn about their experiences with the story. Then tick (✓) the correct answer box. The first example has been done for you.

Now listen to the text and fill in the chart.

	<b>Film version</b>	<b>Stage version</b>	<b>BBC series</b>	<b>Book</b>	<b>BBC radio dramatization</b>	<b>Performance on ice</b>
<b>Jessica</b>						✓
<b>Anne</b>						
<b>Peter</b>						
<b>Ron</b>						
<b>Roy</b>						
<b>Jenny</b>						

5	
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**B) Reading comprehension****1. The Railway Children: the Beginning of Things**

**Complete the text with the missing parts of the text. Write the correct letter in the chart below. There are two parts too many. The first example has been done for you.**

They were not railway children to begin with. I don't suppose they had ever thought about railways

**0** \_\_\_ They were just ordinary suburban children, and they lived with their Father and Mother in an ordinary red-brick-fronted villa, with coloured glass in the front door, a tiled passage that was called a hall, a bath-room with hot and cold water, electric bells, French windows, and a good deal of white paint, and 'every modern convenience', as the house-agents say.

There were three of them. Roberta was the eldest. Of course, **1** \_\_\_, but if their Mother *had* had a favourite, it might have been Roberta. Next came Peter, who wished to be an Engineer when he grew up; and the youngest was Phyllis, who meant extremely well.

Mother did not spend all her time in paying dull calls to dull ladies, and sitting dully at home waiting for dull ladies to pay calls to her. She was almost always there, **2** \_\_\_, and read to them, and help them to do their home-lessons. Besides this she used to write stories for them while they were at school, and read them aloud after tea, and she always made up funny pieces of poetry for their birthdays and for other great occasions, **3** \_\_\_.

These three lucky children always had everything they needed: **4** \_\_\_. They had a kind and merry nursemaid, and a dog who was called James, and who was their very own. They also had a Father who was just perfect never cross, never unjust, and always ready for a game at least, if at any time he was *not* ready, he always had an excellent reason for it, **5** \_\_\_.

You will think that they ought to have been very happy. And so they were, but they did not know *how* happy till the pretty life in the Red Villa was over and done with, **6** \_\_\_. The dreadful change came quite suddenly.

Peter had a birthday, his tenth. Among his other presents was a model engine **7** \_\_\_. The other presents were full of charm, but the Engine was fuller of charm than any of the others were.

Its charm lasted in its full perfection for exactly three days. Then, owing either to Peter's inexperience or Phyllis's good intentions, which had been rather pressing, or to some other cause, the Engine suddenly went off with a bang. James was so frightened that he went out and did not come back all day. All the Noah's Ark people who were in the tender were broken to bits, **8** \_\_\_. The others said he cried over it but of course boys of ten do not cry, however terrible the tragedies may be which darken their lot. He said that his eyes were red because he had a cold. This turned out to be true, though Peter did not know it was when he said it, the next day he had to go to bed and stay there. Mother began to be afraid that he might be sickening for measles, when suddenly he sat up in bed and said:

"I hate gruel, I hate barley water, and I hate bread and milk. I want to get up and have something *real* to eat."



- a) pretty clothes, good fires, a lovely nursery with heaps of toys, and a Mother Goose wall-paper
- b) Mothers never have favourites
- c) and when it was cooked
- d) more perfect than you could ever have dreamed of
- e) except as a means of getting to Maskelyne and Cook's, the Pantomime, Zoological Gardens, and Madame Tussaud's
- f) what an unfortunate but worthy girl Roberta was
- g) and they had to live a very different life indeed
- h) ready to play with the children
- i) but nothing else was hurt except the poor little engine and the feelings of Peter
- j) such as the christening of the new kittens, or the refurnishing of the doll's house, or the time when they were getting over the mumps
- k) and explained the reason to the children so interestingly and funnily that they felt sure he couldn't help himself

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
e								



<b>8</b>	
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**C) Use of language**

**1. Complete the text with the missing words; only ONE word is possible in each gap.**

**One example has been done for you.**

**Michael Jr Jose's Opinion about the Book**

»This is a story of three children, Roberta, Phyllis and Peter, (0) who live in a respectable suburban villa with a wonderful mother and a father and a cook and servants.

But one day great disgrace and poverty befalls (1) \_\_\_\_\_. Father is taken away (2) \_\_\_\_\_ prison and they have to move to a poor cottage in the country near a railway line. Mother writes stories to earn what little they live on and they get (3) \_\_\_\_\_ to being poor. They learn not to steal coal from the railway station, (4) \_\_\_\_\_ if they have so little to keep warm by.

Sometimes they argue and have crises, but in time (5) \_\_\_\_\_ make many new friends.

Amusing adventures happen to them (6) \_\_\_\_\_ every day.

They develop the habit (7) \_\_\_\_\_ waving to the train as it goes past and sometimes the people on the train wave back.

And somehow (8) \_\_\_\_\_ the good things that they do add up together and end up coming back to them, and there is a happy ending to it all. «

2. Complete the writer's biography with the missing words from the box. There are three words more than needed. The first example has been done for you.

admirers	are	attended	<del>childhood</del>	collection
colourful	colour	experienced	her	his
is	on	reflection	works	

Edith Nesbit was an English writer and poet born on 15 August 1858 in London. She spent her (0) **childhood** with her two brothers and sisters and her parents. After her father's sudden and unexpected death, she lived in different and various parts of the country and she was sent to a boarding school. There she (1) \_\_\_\_\_ misery and bitterness, but after that she travelled with her family throughout France and Germany and also (2) \_\_\_\_\_ schools there. She was often homesick.

In 1871 Edith and her family finally settled at Halstead Hall in Kent in England and the next few years were really a source of many memories and influences (3) \_\_\_\_\_ her future writing. Adventures and events about exploring the surrounding of the places around her home were later described and developed in many of her (4) \_\_\_\_\_.

In April 1880 she got married and at that time she became an active socialist, she cut (5) \_\_\_\_\_ hair short and established the new values of the advanced woman.

Because of her interesting image and personality, she was always surrounded by a large number of friends and (6) \_\_\_\_\_. Dozens of her stories were published in magazines such as the *Pall Mall Gazette*, *Girls' Own Paper*, and London's *Weekly Dispatch*.

In 1908 her political poems were published in the (7) \_\_\_\_\_ *Ballads and Lyrics of Socialism*.

In 1914 she married Thomas Hucher after her first husband's death. Edith Nesbit died ten years later in May 1924 and was buried in Kent in England. Nesbit lived a (8) \_\_\_\_\_ and active life while writing many poems, plays, short stories, fiction and non-fiction, but some of her most enduring works (9) \_\_\_\_\_ her children's stories. With elements of fantasy, time travel and spies, fairy tales and magic, they are a (10) \_\_\_\_\_ of her idyllic childhood days and travels through England, France, and Germany. *The Railway Children* inspired television and film adaptations.

## **D) WRITING**

### **1. The Pride of Perks**

**You have read the book *The Railway Children*. Your English teacher has asked you to write a short composition in which you describe:**

- how the three Chimneys children wanted to surprise Mr. Perks for his birthday,
- how Mr. Perks reacted and how his reaction reflects his attitude to charity and friendliness;
- what, in your opinion, is the difference between charity and friendliness (e.g. express your views of charity and friendliness, give an example...).

**Your composition should contain 180 to 220 words. You will be marked on the following: content (5 points), vocabulary (3 points), grammar (4 points) and organisation (3 points).**

You may plan your draft here. It will not be marked.





# DRŽAVNO TEKMOVANJE IZ ANGLEŠČINE ZA UČENCE 9. RAZREDOV OSNOVNE ŠOLE



Zavod  
Republike  
Slovenije  
za šolstvo

28. MAREC 2011

Šifra učenca:

NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE
<b>A) Writing</b>		
5. CLASS DEBATE	10	
6. TEENAGERS AND ADULTS	20	
Skupaj	30	

**Ocenjevalci:** \_\_\_\_\_

Drage tekmovalke, dragi tekmovalci!

Pred vami je državno tekmovanje, ki bo pokazalo del vašega znanja angleščine. Že dejstvo, da si želite tekmovati, pove, da imate angleščino radi in da jo nedvomno tudi dobro obvladate. Prepričani smo, da bo tako tudi v prihodnje.

Če imate kakšno vprašanje glede reševanja nalog, vprašajte to pred začetkom reševanja. Kasneje to ne bo več mogoče.

Najprej dobro preberite navodila, nato premislite in napravite, kar naloga zahteva. Pišite čitljivo. Pišite z nalivnim peresom ali kemičnim svinčnikom, nikakor ne s svinčnikom. Slovarjev danes ne boste mogli uporabljati.

**Za reševanje tekmovalnih nalog imate na voljo 90 minut. Želimo vam uspešno reševanje!**

Nalogo pripravila: državna komisija





#### 4. Teenagers and Adults

**While surfing the internet you came across the following Roberta's words from *The Railway Children*:**

*“Isn't mother splendid? You catch any other grown-up saying they were sorry they had been angry?”*

Your English teacher has asked you to share your opinion about Roberta's words/thoughts with your classmates.

Write a composition in which you:

- explain why you think Roberta said something like this,
- describe Chimneys children relationship to adult people in the book,
- express your views of today's relationship between teenagers and adults.

**Your composition should contain 180 to 220 words. You will be marked on the following: content (5 points), vocabulary (5 points), grammar (5 points) and organisation (5 points).**

You may plan your draft here. It will not be marked.





*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

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