

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

28. JANUAR 2015



**Zavod  
Republike  
Slovenije  
za šolstvo**

Šifra učenca:

NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE
<b>A) Reading Comprehension</b>		
1. LONDON	8	
2. INTERESTING FACTS ABOUT VICTORIAN CHILD LABOUR	9	
<b>B) Use of language</b>		
1. MOTHERS AND MOTHER FIGURES	10	
2. DAVID BY ANY OTHER NAME...?	10	
<b>C) Writing</b>		
1. PEGGOTTY AND DAVID	15	
<b>Skupaj</b>	52	

**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. **Read the text about London in the 19<sup>th</sup> century. Then match the paragraphs (0 - 8) with the titles (A - L) on the following page and fill in the chart. There are three titles too many. The first example has been done for you.**
0. Dickens applied his unique power of observation to the city in which he spent most of his life. He routinely walked the city streets, 10 or 20 miles at a time and his descriptions of nineteenth century London allow readers to experience the sights, sounds, and smells of the old city. This ability to immerse the reader into time and place sets the perfect stage for Dickens to weave his fiction.
1. Victorian London was the largest, most spectacular city in the world. While Britain was experiencing the Industrial Revolution, its capital was both reaping the benefits and suffering the consequences. In 1800 the population of London was around a million souls. That number would swell to 4.5 million by 1880.
2. While fashionable areas like Regent and Oxford streets were growing in the west, new docks supporting the city's place as the world's trade centre were being built in the east. Perhaps the biggest impact on the growth of London was the coming of the railroad in the 1830s which displaced thousands and accelerated the expansion of the city.
3. The price of this explosive growth and domination of world trade was untold squalor and filth. In Dickens's excellent biography Peter Ackroyd notes that *"If a late twentieth-century person were suddenly to find himself in a tavern or house of the period, he would be literally sick - sick with the smells, sick with the food, sick with the atmosphere around him."*
4. Imagine yourself in the London of the early 19th century. The homes of the upper and middle class exist in close proximity to areas of unbelievable poverty and filth. Rich and poor alike are thrown together in the crowded city streets. Street sweepers attempt to keep the streets clean of manure, the result of thousands of horse-drawn vehicles.
5. The city's thousands of chimney pots are belching coal smoke, resulting in soot which seems to settle everywhere. In many parts of the city raw sewage flows in gutters that empty into the Thames. Street vendors hawking their wares add to the cacophony of street noises. Pick-pockets, prostitutes, drunks, beggars, and vagabonds of every description add to the colourful multitude.

6. Personal cleanliness is not a big priority, nor is clean laundry. In close, crowded rooms the smell of unwashed bodies is stifling. It is unbearably hot by the fire, numbingly cold away from it.
7. At night the major streets are lit with feeble gas lamps. Side and secondary streets may not be lit at all and link bearers are hired to guide the traveller to his destination. Inside, a candle or oil lamp struggles against the darkness and blacken the ceilings.
8. In *Little Dorrit* Dickens describes a London rain storm:

*In the country, the rain would have developed a thousand fresh scents, and every drop would have had its bright association with some beautiful form of growth or life. In the city, it developed only foul stale smells, and was a sickly, lukewarm, dirt-stained, wretched addition to the gutters.*

- A. Raining
- B. Dickens's London
- C. London becoming bigger and bigger
- D. Crowded London
- E. Unpleasant atmosphere inside London buildings
- F. History of Europe in the 19<sup>th</sup> century
- G. Pollution
- H. Dickens's childhood
- I. Population growth
- J. Child labour
- K. Hygiene
- L. Street lighting



0	1	2	3	4	5	6	7	8
B								

8	
---	--

## **2. Interesting facts about Victorian Child Labour**

**Read the text about child labour and decide whether the sentences on the next page are true (T), false (F) or not in the text (NT). The first example has been done for you.**

Victorian Child Labour was the norm in the 1800's. There was no such thing as Child Protective services like we have today. Child labour covered a wide range of occupations.

### **Coal Mines**

Steam was the number one source of energy during Victorian times. Steam powered everything from trains and steamships to factories that used steam to power their machines. In order to make steam you must have water and heat. To provide heat they had to burn coal, and lots of it. Therefore coal mines used a large part of the Victorian Child Labour force in the 1800's.

The thought of using children for working in the coal mines was very attractive to mining companies. Children were much smaller, and it was much easier for them to manoeuvre in tight spaces and they demanded a lot less pay.

### **Working Conditions in the Mines**

One of the aspects of Victorian Child Labour was the dreadful working conditions. This was particularly magnified in the coal mines. Due to a lack of proper ventilation, coal dust was very thick in the air. Considering that Victorian Children would work from 12 to 18 hours a day many developed permanent spine deformation and respiratory problems. Due to the lack of safety awareness in the mines and all of Victorian child labour for that matter, Death was a constant and ever-present danger.

### **Chimney Sweeps**

A Victorian Child Chimney Sweep may have been the most dangerous job for children in the 1800's, especially when the child first started doing the job. Being sent down the chimney the first several times would cause the child's arms, elbows, legs and knees to be rubbed and scraped raw. At times their knees and elbows looked like there was no skin at all on them. The boss would then wash their wounds with salt water and send them down another chimney without sympathy.

### **Factories and Textile Mills**

At the factories children had no rights. The dirtiest jobs were given to the children. Many times a child would be told to clean under machines even while they were running. There were little or no safety measures put in place in Victorian times so the occurrence of an injury and even death was not uncommon. Victorian child labour consisted of very long working hours. The normal work week would be Monday thru Saturday from 6 A.M. to 8 P.M. Children would be beaten or fined for falling asleep, making a mistake or being late.

		<b>T</b>	<b>F</b>	<b>NT</b>
<b>0</b>	<b>Children did a lot of different works in Victorian times.</b>	√		
<b>1</b>	Different devices used steam for their operation.			
<b>2</b>	Due to their size, children could work in mines more easily.			
<b>3</b>	Working conditions were suitable for children.			
<b>4</b>	When at work, children were constantly in danger.			
<b>5</b>	Doctors checked the children's health on a regular basis.			
<b>6</b>	Children got hurt while sweeping the chimneys.			
<b>7</b>	The bosses were upset about children's suffering.			
<b>8</b>	Safety at work was a top priority in Victorian times.			
<b>9</b>	There were two breaks during each working day.			

<b>9</b>	
----------	--



## B) USE OF LANGUAGE

### 1. Mothers and mother figures

Read the text about mothers and mother figures and choose the correct words from the chart. Fill in the table below. The first example has been done for you.

Mothers and mother figures (0) \_\_\_\_ an essential influence on the identity of the characters in David Copperfield. Almost invariably, good mother figures (1) \_\_\_\_ good children while bad mothers yield sinister offspring. This moral connection (2) \_\_\_\_ mothers and children indicates Dickens's belief that mothers have an all-important role in shaping their (3) \_\_\_\_ characters and destinies.

Miss Betsey, the aunt (4) \_\_\_\_ raises David, clearly adores him but does not dote on him. She encourages him to be strong in (5) \_\_\_\_ he does and to be fair at all times. She corrects him when she thinks he is (6) \_\_\_\_ a mistake, as with his marriage to Dora, and her ability to see faults in him helps him (7) \_\_\_\_ mature into a balanced adult. Although Miss Betsey (8) \_\_\_\_ David to deal with the difficulties of the world, she does not block those hardships. Instead, she forces David (9) \_\_\_\_ them himself. In contrast, Uriah's mother, Mrs. Heep, dotes on her son and allows him to dominate (10) \_\_\_\_\_. On the whole, Dickens's treatment of mother-child relationships in the novel is intended to teach a lesson.

0	a) has	<b>b) have</b>	c) had	d) has had
1	a) produced	b) have produced	c) produce	d) produces
2	a) in	b) with	c) between	d) of
3	a) children's	b) childrens	c) children	d) child
4	a) which	b) witch	c) whose	d) who
5	a) something	b) anyone	c) everything	d) nothing
6	a) make	b) makes	c) making	d) made
7	a) to	b) on	c) about	d) at
8	a) raise	b) raises	c) raising	d) to raise
9	a) confronting	b) confronts	c) has confronted	d) to confront
10	a) she	b) me	c) her	d) they

0	1	2	3	4	5	6	7	8	9	10
b										

10	
----	--

## 2. David by any other name...?

Read the text about David's nicknames and fill in the gaps with the words from the box. There are three words too many. The first example has been done for you.

about	came	extreme	grow	grown	is	name	<del>noticed</del>	of
		personality	piece	pieces	which	who		

You may have (0) noticed that David gets a ton of nicknames over the course of this novel.

To his mother, he (1) \_\_\_\_\_ Davy; to the Peggottys, he is Master Davy; to the Micawbers, he is Copperfield or Master Copperfield; Uriah Heep confuses Master and Mister Copperfield strategically and Miss Betsey gives him an entirely new (2) \_\_\_\_\_, Trotwood, which all of his Canterbury friends, including Agnes, come to employ.

Why so many monikers (which is a fancy word for names)? All of these names attach to David at different points (3) \_\_\_\_\_ his life: when he's a little boy, he's Davy. His beloved nurse and her family always call him Master Davy because he's still like a little boy to them, even when he has (4) \_\_\_\_\_ up. David goes by Trotwood with his aunt because, when he (5) \_\_\_\_\_ to her house, he left his old London name and degraded London identity behind him. Steerforth affectionately calls David "Daisy," recognizing David's (6) \_\_\_\_\_ naiveté and trusting nature – especially in regards to Steerforth himself. And Dora is a sweet, silly girl (7) \_\_\_\_\_ gives him the sweet, silly nickname Doady, representing their impractical, pleasant life together.

All of these names tell us something (8) \_\_\_\_\_ David's different relationships with the people around him. And all of them get at different aspects of his (9) \_\_\_\_\_ and development beyond what we learn from his formal name, David Copperfield. These names are like puzzle (10) \_\_\_\_\_ that help shape a complete picture of David – a picture that we can only get in its entirety by reading the whole book.

## C) WRITING

### 1. Peggotty and David

Peggotty is David's old nurse and his mother's housekeeper. Her primary characteristic is her loyalty. Write a composition in which you:

- describe the relationship between David and Peggotty,
- explain how their relationship develops through the novel,
- explain why their relation was unusual for that time.



**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.



[illegible]



*David Copperfield David  
Copperfield David Copperfield  
David Copperfield David  
Copperfield David Copperfield  
David Copperfield David  
Copperfield David Copperfield  
David Copperfield David  
Copperfield David Copperfield  
David Copperfield David  
Copperfield David Copperfield  
David Copperfield David  
Copperfield David Copperfield*