

ŠOLSKO TEKMOVANJE V ZNANJU ANGLEŠČINE ZA UČENKE IN UČENCE 9. RAZREDA OSNOVNE ŠOLE



29. marec 2021

Ime in priimek tekmovalca/-ke:

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Drage tekmovalke, dragi tekmovalci!

Pred vami je prvo v letošnjem nizu tekmovanj v znanju angleščine za devetošolce. Vaši dosežki so vam lahko koristna informacija o tem, kako obvladate nekatera znanja, ki jih razvijate pri pouku in tudi drugje, pa tudi spodbuda za nadaljnje učenje.

Tu je nekaj nasvetov za reševanje nalog. Najprej preletite vse tekmovalne naloge. Sledijo si po določenem vrstnem redu, vendar se lahko sami odločite, katere boste reševali prej in katere kasneje. Pazite pa, da boste imeli dovolj časa za tvorjenje pisnega besedila. Pri vsaki nalogi natančno preberite navodila in vzorčne rešitve, nato premislite in napravite, kar naloga zahteva. Pišite pravilno in čitljivo z naličnim peresom ali kemičnim svinčnikom, nikakor ne s svinčnikom. Če se zmotite, to prečrtajte in napišite ali označite novo rešitev. Korekturna sredstva niso dovoljena. Slovarjev in drugih pripomočkov na tekmovanju ne morete uporabljati.

Če imate vprašanja glede reševanja nalog, vprašajte nadzornega učitelja pred začetkom reševanja. Kasneje to ne bo več mogoče.

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

Tekmovalne naloge je pripravila Državna tekmovalna komisija.

A. Bralno razumevanje

1. WHY IS READING IMPORTANT?

Read the text and insert the appropriate letter for the missing parts of sentences. There are three parts of sentences too many. One example (0) has been done for you.

Reading is important for a variety of reasons and in every area of our lives, from everyday activities to (0) B. It is fundamental to functioning in today's society, whether we have to read the instructions on a medicine bottle, fill out applications, or read the road or warning signs. Day-to-day activities that many people take for granted may become a source of frustration, anger and fear.

As human beings, we (1) _____. Children begin life with a joy of learning and never is the learning curve so steep as it is in the first five years of life. In this period, a child is learning to eat, to balance and walk, relate to others, to talk, and a million other things. Most children as they enter school take that excitement of learning with them. Unfortunately, (2) _____. It can be just a normal part of growing and learning, or it can be a deeper issue. Once the thrill of learning is lost, it can take a lot of time and patience to get it back.

Teaching young children to read helps them develop their language skills. It also helps them learn to listen and (3) _____. Everybody wants to talk, but few can really listen. Lack of listening skills can result in major misunderstandings, which can lead to job loss, marriage breakup, and other disasters. Believe it or not, reading is also a vital skill in finding a good job. Many well-paying jobs require reading as a part of job performance. There are reports and memos, (4) _____. This goes along with the understanding of the written word.

Reading is also one way the mind grows in its ability. Another way is thinking, which is also very important. We do it all the time automatically and it is (5) _____. In fact, while human beings can speak at the rate of 150 to 200 words per minute, we think at the rate of 1300 to 1800 words per minute [and we read from 200 to 400 words per minute on average]. We live in an age overflown with information. The more we read and listen, the more information we get. Our mind has the ability to evaluate which information is useful and which is not. It can make a wrong decision, but it will evaluate. We can then decide what to think about (6) _____. Our emotions are the opposite. They cannot evaluate facts. They simply react to what the mind tells them is true. Since our thoughts are programming our lives, it is extremely important what kind of thoughts we allow in our minds.

In line with the above, reading (7) _____. When reading to children, stop every once in a while and ask them what they think is going to happen next. Get them thinking about the story; encourage them to illustrate it, or to make up a different story with the same characters. Get the creative juices flowing!

It is important to realize that struggling with vital reading skills is not a sign of low intelligence. Even when damaged or not functioning correctly, (8) _____. It does not have to stop a person from becoming a good reader. That we can strengthen the weak areas or develop new pathways to bypass the damaged area is great news for many people who suffer from dyslexia. When properly taught, (9) _____.

Start reading and develop your imagination. With reading, you can go anywhere in the world ... or even out of it!



A	focus on what someone else is communicating
B	thinking, imagination, and creativity
C	as children are no different
D	and decide what is true or false
E	were designed to be constantly learning
F	come into our mind from nowhere
G	basically our mind talking to ourselves
H	many lose that excitement
I	and discouragement comes to all of us
J	our brain can often be retrained
K	develops the creative side of people
L	which must be read and responded to
M	most of them eventually learn to read

Vir slike:

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2. KIDS URGED TO GET REAL ON FAKE NEWS

Read the text and provide short answers. One example (0) has been done for you.

It's a term made famous by US President Donald Trump. In reality, fake news has always been around since the invention of the printing press. For example, *The Sun* became a leading US newspaper in 1835 after running a series of articles about an alien civilization on the moon. However, the internet and social media have made it much easier for false or misleading information to be created and shared.

Daniel Donahoo, senior adviser on digital innovation with the Alannah & Madeline Foundation, said more people also had the ability to post online and claim to be a source of news. "Everyone can open up photoshop and change an image a little bit or download a video and upload it again saying it's of a fire in Melbourne, when actually it's a fire that happened three years ago somewhere else," he said.

With kids growing up in the middle of this fake news storm, the Alannah & Madeline Foundation has created the Media Literacy Lab to teach secondary school children how to navigate modern media, including sorting real news from fake. Mr Donahoo said spotting fake news could be a challenge because of how sophisticated many false posts were. "It's really difficult for children and for adults as well, because of the nature of how some of these things have been designed," he said. He emphasized children aged under eight didn't have the ability to understand that people might post something just to trick them, while younger teens could be easily influenced by celebrities used in fake posts.

"The problem with fake news is that it is done so well, it can look so significant, and there are a lot of blogs and smaller players out there who aren't held to account like larger news organisations," Mr Donahoo said. "They are in the business of producing distorted information and they have become really good at allowing that to be shared and pushed across a whole range of platforms."

He said trusted news sources had played an important role in informing people, helping them understand others' views and actions, and calling out bad behaviour, including by our politicians and governments, for 150 years. But those behind fake news were manipulating technology to spread false information for reasons including making money, increasing their power and trying to get support for their views. "As kids begin to consume content, they need to be aware of that because it can impact what they think about the world and how they see it," he said.

As well as tackling fake news, the Alannah & Madeline Foundation's Media Literacy Lab, which already has about 150 schools signed up, includes lessons on how information is published online, how algorithms work to put certain information on your screen and how to verify information sources. Mr Donahoo said children needed to learn to be "sceptical and curious" when reading, watching or listening to news.

He said asking questions was the key: where did this information come from; why are they saying that; does it really make sense; could it really be true; is it a trusted website or source? Doing your own research to check facts was also important, Mr Donahoo said. And if you found something that didn't add up, call it out. "Fake news is so often created by adults and so children and teens enjoy being able to say 'hang on, you're trying to fool me here and I am not fooled'," he said. "We want them to call it out because we want students

to still see that news media is an important part of democracy, it's an important part of how we are informed. And we want it not to be fake. We need it to be as authentic and as transparent and valid and credible as possible."



0 Who popularized the phrase "fake news"?

Donald Trump.

1 Which two things have enabled fake news to spread with greater ease?

2 What data can be falsified in news stories, such as that of a fire in Melbourne?

3 Who is Media Literacy Lab intended for?

4 Which age group is the least likely to recognize fake news?

5 What makes it difficult to recognize fake news? Give one reason.

6 How long have trustworthy news outlets been raising public awareness?

7 What two benefits might one gain from promoting disinformation?

8 What does Mr Donahoo say is the most important in approaching news?

9 What should you do if you suspect a news story to be fake?

1. SUPPORT FOR TEENS AND YOUNG ADULTS

Read the text and fill the gaps with the words from the box. There are four words too many. One example (0) has been done for you.

activities assistance avoid avoiding decrease disruptions distance
increase news ~~person~~ rumours severely viruses

Some of the questions you might be asking are, "Should I be freaking out about COVID-19?" and "Why can't I hang out with my friends in (0) person?" You may be feeling worried, bored, or frustrated. COVID-19 is frightening, and you are not the only one feeling stressed.

While anyone can catch the virus that causes COVID-19 and people of all ages and backgrounds can get (1) _____ ill, most people have a mild illness and are able to recover at home. But regardless of your personal risk, it is natural to be concerned for your friends and family or about uncertainty and (2) _____ of your daily routine.



There are things you can do to manage your stress:

- Learn about COVID-19. Knowing the facts and stopping the spread of (3) _____ about COVID-19 can help you feel more in control of what is happening.
- Help stop the spread of COVID-19 by washing your hands often with soap and water, covering coughs and sneezes, and (4) _____ close contact with other people – even your friends. COVID-19 may be spread by people who do not have symptoms. These actions will keep you from getting sick and spreading the virus to other people you care about.
- Wear masks when you leave your home to help slow the spread of COVID-19. People who should not wear a mask are children under age two and anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without (5) _____.
- You can be social but do it from a (6) _____, such as reaching out to friends by phone, text, video chat, and social media.
- Find ways to relax. Take deep breaths, stretch, or meditate. Try to do (7) _____ you enjoy, like exercising, gaming, reading or other hobbies.
- Keep to a schedule. Plan times for doing schoolwork, relaxing, and connecting with friends.
- Adults should avoid alcohol and drugs. These substances can weaken the body's ability to fight infections and (8) _____ the risk of certain complications associated with COVID-19.
- Talk with someone you trust about your thoughts and feelings.

2. STOP CHASING HAPPINESS, FOCUS ON CONSCIOUS KINDNESS

Complete the text with the missing words. Use only one in each gap. Mind the spelling. One example (0) has been done for you.

We all want to be happy. Often in our pursuit (0) of happiness we purchase shiny things, visit new places, and change how we look, but the truth of the matter is these small bursts of heightened excitement are not sustainable long-term. In this era of technological distraction and instant satisfaction, we tend to let one simple, human necessity slip away: conscious kindness.

Conscious kindness is the act of looking for opportunities to be kind to others and yourself. Often, acts of kindness (1) _____ performed when the opportunity presents itself: holding the door open for someone or returning a dropped item to the person walking ahead of us. We call these “random acts of kindness”, and they are just that – random. There is no pattern, meaning or planned mindfulness to the act. Conscious kindness pushes you (2) _____ of your comfort zone, sending you into the world to deliberately add moments of kindness to someone’s day.

Conscious kindness might look like buying a coffee for the person behind you in line. Conscious kindness might look like asking the person beside you on the bus (3) _____ their day was. Conscious kindness might look like setting yourself a standard of handing out ten honest, selfless compliments before the day is done. It’s about thinking where in your day can you go out of your way to give kindness to others.

A recent study set out (4) _____ investigate the effects of a seven-day kindness activity intervention on changes in subjective happiness. It was found that “performing acts of kindness for seven days boosted [the participants’] happiness and well being” more than that of the control group who performed no acts of kindness. It’s no surprise that “a positive correlation can be drawn (5) _____ the number of kind acts and an increase in happiness.” (Lee Rowland & Oliver Scott Curry, The Journal of Social Psychology)

Becoming more consciously kind begins when you are open to changing the lens through (6) _____ you see the world. To do this, you must begin with yourself. Being kind to yourself first and foremost is where this light will be born; the light that comes from you can then be shared and spread to those around you. Speak gently to yourself. You become what you think about. Dwelling (7) _____ negative thoughts will only serve to keep your energy low. Practice catching your judgmental thoughts when they creep in and replacing (8) _____ with kind thoughts toward yourself.

Then move to giving conscious kindness to those around you. Realize that behind every face you see on the street is a story you will never fully know. Understand that, overall, people are good and just want to live a happy life of (9) _____ own design. Practice being the person that leads with kindness and you will be amazed at those who follow and the lives you will quietly impact. This is where sustainable, human happiness begins and grows.

CLASSROOM VS. DISTANCE EDUCATION

Combining face-to-face learning (at school) and distance learning is a new experience. Think about how you see both ways of learning and share your thoughts with your blog followers.



In your blog post:

- describe your experience of learning during the COVID-19 lockdown,
- compare face-to-face and distance learning (for example, advantages or disadvantages) and support your opinion with arguments,
- think how future education in general could combine both ways and recommend changes to Slovenian school authorities.

Your blog post should contain from **180 to 220 words**. Remember: longer is not necessarily better.

Your writing will be marked on the content (5 points), vocabulary with spelling (3 points), grammar (4 points) and organisation (3 points).

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

Vir slike: <https://desafiosdaeducacao.grupoa.com.br/cursos-presenciais-ead-40/> (27. 10. 2020)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

