

OBMOČNO TEKMOVANJE IZ ANGLEŠČINE ZA UČENCE 9. RAZREDOV OSNOVNE ŠOLE

15. JANUAR 2020



Moderirana navodila za vrednotenje

Ta dokument vsebuje:

- Predvidene rešitve za nalogi A in B in dodatne, (še) sprejemljive ter neustrezne rešitve, zapisane v ustreznih stolpcih (nalogi A.2) ali v odbeljenem, poševnem tisku v tabelah z rešitvami;
- opisne kriterije za nalogi C in podrobnejša pričakovanja glede vsebine sestavka (z eno dodatno razlago).

Pri vseh nalogah z nebesednim odzivom: če se je tekmovalec zmotil, mora biti napačna rešitev jasno označena (prečrtana). Če sta vpisani dve rešitvi, se ne upošteva nobena in tekmovalec dobri pri tisti postavki 0 točk.

(Moderacija, razlaga: DA - se sprejme kot pravilna rešitev; NE – se ne sprejme kot pravilna/ustrezna rešitev).

A. Bralno razumevanje

1. WHY JOHN GREEN JUST GETS IT

(by Iva-Marie Palmer)

0.	1.	2.	3.	4.	5.	6.	7.	8.
E	I	D	L	H	A	K	G	C

Število možnih točk: 8. Vsako postavko ovrednotimo s po eno točko. Rešitev 0 je primer, ki je že rešen.

(A.1.3) F ni ustrezen odgovor.

2. OBSESSIVE-COMPULSIVE DISORDER

Pri tej nalogi ne vrednotimo jezikovne pravilnosti ali pravilnosti zapisa. Kot pravilne upoštevamo tudi rešitve, ki so zapisane z napakami, a so vsebinsko ustrezne.

Postavka	Pravilna rešitev	Sprejemljive rešitve	Neustrezne rešitve
0	<i>A mental disorder</i>	<i>Temeljno vprašanje: Ali tekmovalec z odgovorom dokaže, da razume vprašanje in del besedila, na</i>	

		<i>katerega se vprašanje nanaša?</i>	
1	To stop obsessive thoughts (Sprejemljivo: Because of obsessive thoughts)	Because obsessive thoughts force him/Because their obsessions force them / Because these obsessive thoughts force people with OCD into repetitive behaviour.	To stop obsessive thoughts/Their thoughts force them/ Thoughts/Constant thoughts/They can't control it
2	(Often) More than one hour a day	About an hour a day/About an hour/more than an hour/around an hour per day	One hour/an hour
3	While/When making decisions about treatment	When a person wants OCD treatment/Before treatment/When trying to treat their condition	At the age of 19/ When OCD is confirmed
4	Adults, adolescents, and children/any age group	Everyone/All of them/ From children to adults	
5	Genetics, brain structure, environment		
6	(A) Childhood trauma	Trauma	They know something is wrong and become stressed/Because they were abused as a child
7	Because they don't know (that) something is wrong (with them)/Because they don't know (that) they have it/ Because they aren't aware of it/ Because they aren't aware (that) they have it/Because they aren't conscious of it		Because they don't know
8	(Because) otherwise it (they) can interfere with one's life/with a person's life	So they do not worsen/ It can get worse/to prevent them from becoming worse/So that the disorder doesn't go worse/They can worsen and affect someone's life if not treated/It's important to prevent OCD from negatively affect people's life/So that the disorder doesn't go worse/They can worsen and affect someone's life if not treated/Because it can	People with OCD gain stress, anxiety

		develop and get worse/ Because it negatively affects the individual/ Because it can ruin their lives/to prevent them from becoming worse/Because, if they're left untreated, they can worsen over time.	
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Število možnih točk: 8. Vsako postavko ovrednotimo s po eno točko. Rešitev 0 je primer, ki je že rešen.

B. Raba jezika

1. CHAPTER NINE

Postavka	Pravilna rešitev	Postavka	Pravilna rešitev
0	<i>but</i>		
1	<i>Than</i> <i>food: NE</i>	5	<i>at/in</i>
2	<i>Up</i> <i>first/that: NE</i>	6	<i>how (napačno: if)</i>
3	<i>Him</i> <i>myself: NE</i>	7	<i>had/used/needed</i> <i>paid: DA</i> <i>used to/waited: NE</i>
4	<i>and/then/or</i> <i>maybe/probably: DA</i> <i>peacefully: NE</i>	8	<i>will/'ll/can/could</i> <i>should: NE</i>

Število možnih točk: 10. Rešitev 0 je primer, ki je že rešen. Vsako postavko ovrednotimo s po eno točko. Z eno točko ovrednotimo samo povsem pravilne rešitve (tudi pravopisno in s pravilnim besednim redom – 3, 10). Polovičnih točk ni. Rešitev 0 je primer, ki je že rešen.

2. TURTLES ALL THE WAY DOWN

Postavka	Pravilna rešitev	Postavka	Pravilna rešitev
0	<i>expression</i>		
1	<i>supports</i>	5	<i>Beliefs</i> <i>faith: NE</i>

2	rests	6	convincing
3	increasingly	7	irrational
4	exact	8	directly

Število možnih točk: 10. Rešitev 0 je primer, ki je že rešen. Vsako postavko ovrednotimo s po eno točko. Z eno točko ovrednotimo samo povsem pravilne rešitve (tudi pravopisno in s pravilnim besednim redom – 3, 10). Polovičnih točk ni. Rešitev 0 je primer, ki je že rešen.

C. Pisno sporočanje

1. IN SEARCH OF IDENTITY – A PORTRAIT OF AZA

"You're the storyteller and the story told. You are somebody's something, but you are also yours you."

J. Green: *Turtles All the Way Down*, p. 257

Read the quote and write a composition. Consider the following guidelines:

- Briefly explain how the quote relates to Aza.
- Choose and comment on up to three of Aza's characteristics that you believe define her the most.
- Describe one characteristic that you share with Aza, or one that you do not.

Your composition should contain 220–250 words. It will be marked on content (5 points), vocabulary and spelling (3 points), grammar (4 points), and organisation (3 points).

Kriteriji z opisniki in dodatna pojasnila

VSEBINA

Kaj so dokazi iz romana?

Tekmovalec se mora ustrezno navezovati na roman v vseh iztočnicah, kjer se to od njega pričakuje. Pri vrednotenju naletimo na primere, ko tekmovalec ponuja svoje mnenje ali pa navaja nekaj drugega, kot zahtevajo iztočnice. Razlog je lahko v tem, da je tekmovalec sicer dober pisec, a književnega besedila ne pozna dovolj dobro, včasih pa ugotovimo, da ga kakšen posameznik niti ni prebral pred tekmovanjem.

Število točk	Opisniki
5	Vsebina je v celoti ustrezena* , utemeljena, jedrnata in odlično podprta z dokazi iz romana ter vsebuje elemente izvirnosti* . Učenec vključi in razvije vse zahtevane iztočnice* . Dolžina* besedila ne odstopa bistveno od predvidene.

4	Vsebina je ustrezna, jedrnata, utemeljena in podprta z dokazi iz romana. Učenec vključi in razvije vse zahtevane iztočnice. Dolžina besedila ne odstopa bistveno od predvidene.
3	Vsebina je ustrezna, delno utemeljena in podprta z dokazi iz romana. Učenec vključi in razvije dve od treh zahtevanih iztočnic. Dolžina besedila je ustrezna in ne odstopa bistveno od predvidene. Prisotne so zastranitve.
2	Vsebina je delno ustrezna, prisotne so vsebinske nejasnosti/nedoslednosti; premalo je podprta z dokazi iz romana oz. utemeljitvami. Prisotne so zastranitve. Tekmovalec vključi in razvije samo eno zahtevano iztočnico. Dolžina besedila bistveno odstopa od predvidene.
1	Vsebina je v glavnem neustrezna, nobena iztočnica ni ustrezno razvita. Besedilo je pretežno naštevanje brez ustreznih dokazov iz romana oz. utemeljitev. Dolžina besedila bistveno odstopa od predvidene.
0	Vsebina je v celoti neustrezna ali besedila ni oz. je bistveno prekratko za presojo.

***ustreznost:** V pisnem sestavku od tekmovalca pričakujemo, da dokazal poznavanje izvirnega književnega dela.

***izvirnost:** Presodili boste, v kolikšni meri so iztočnice razvite na podlagi tekmovalčeve samostojne presoje in razmišljanja, ne zgolj navajanja, npr. iz romana. Razmišljanje občasno presega klišejsko pisanje.

***iztočnice:** Pri vrednotenju bodite pozorni na večdelnost iztočnic. Če niso razviti vsi deli, je iztočnica samo delno razvita, četudi je morda en del razmeroma bogat.

Tekmovalec vključi iztočnice, če jih samo omeni (bolj ali manj prepiše iz navodil), a jih ne razširi. Iztočnice so razvite, če tekmovalec besedilo obogati s širšim opisom, razlago, utemeljitvijo ipd. (okvirno vsaj 2-3 povedi, odvisno od njihovih zahtev in strukturiranosti ter predvidene dolžine besedila).

***dolžina:** Če je besedilo predolgo, a koherentno in smiselno, zaradi tega (še) ne odštevamo točk. *Bistveno predolg sestavek (npr. za četrtino in več) je lahko priložnost za bolje razvite iztočnice. Zato še posebej skrbno pretehtajte ustreznost vsebinske razvitosti iztočnic tudi pri sestavkih, ki se v okviru predvidene dolžine.*

Pri vrednotenju bodite pozorni na primere razvlečenega pisanja, nepotrebnega besedičenja in praznega ponavljanja (veliko besed, malo vsebine), navajanje splošnih trditev, ponavljanje besednih zvez ali rabe mašil (so yeah), navajanje nerelevantnih podatkov, zastranjevanja, ipd. To je večkrat prisotno v predolgih besedilih, s katerimi nekateri tekmovalci poskušajo napraviti dober vtis.

OPOMBE:

Če je vsebina popolnoma neustrezna oziroma sestavek ne ustreza naslovu (npr. zaznamo, da je nekdo pisal po spominu na drugo temo), nalogu ovrednotimo v celoti z 0 točkami.

Če učenec ne dokaže poznavanja književnega dela, vsebino ocenimo z največ 1 točko. Če je vsebina ocenjena z 1 točko, lahko dobi učenec pri drugih kriterijih največ po 2 točki.

Vsebinska pričakovanja za posamezne iztočnice

1. iztočnica

Briefly explain how the quote relates to Aza.

Tekmovalci bodo lahko na kratko razložili, kako se vsebina citata navezuje na Azo. Pričakujemo lahko različne odzive : konkretnе, bolj splošne, bolj ali manj poglobljene, s katerimi bodo izrazili svoje razumevanje protagonistke romana.

Gre za metakomentar o moči oziroma nujnosti pripovedovanja. Azi se zaradi njenih prisilnih misli - pa tudi zaradi drugih okoliščin (npr. smrt očeta) in silnic (npr. urniki, pravila, pričakovanja) – zdi, da nima nadzora nad svojim življenjem, da niti njene misli v resnici niso njene, marveč zgolj posledica aktivnosti bakterij, ki prebivajo v njej. Preobrat nastopi, ko Aza spozna, da je kaos življenja moč delno obvladati z izpovedovanjem doživljanja, ki naposled le nudi red, smisel in pomen. S tega vidika gre celoten roman razumeti kot terapevtsko dejanje, saj Aza kot pripovedovalka in pripovedna oseba svojemu izkustvu da okvir, s katerim sebi dokaže lastno vrednost in identiteto. Z drugimi besedami, preko pripovedovanja dokaže lastno subjektiviteto.

Če pa tekmovalec namesto razmišljanja opiše dogodek ipd., ta iztočnica ni pravilno razvita.

2. iztočnica

Choose and comment on up to three of Aza's characteristics that you believe define her the most.

Druga iztočnica je bolj vodena Tekmovalci Samostojno izberejo in opišejo eno, dve ali tri lastnosti, ki po njihovem mnenju Azo najbolj predstavlja/določajo.

Če je izbranih lastnosti manj, morajo biti te temeljiteje obdelane/opisane. To, da je mogoče opisanih več Azinih lastnosti, pa naj ne bi prispevalo k naštevanju oz. površinski analizi.

Aza je kompleksna oseba. Je preobčutljiva na svet, ki jo obkroža, zaradi česar neprestano motri okoliščine svojih dejanj in doživetij. Pogosto razmišla o tem, kako malo nadzora ima nad svojim življenjem in kako (navidezno) arbitrarne sile (npr. kdaj in šoli lahko malica) krojijo njen vsakdan. Zaradi preobremenjenosti s svojo boleznjijo pa je po drugi strani včasih premalo občutljiva za tegobe ljudi okrog sebe - najbolj izrazito za Daisijin socialni položaj, njene literarne stvaritve itn., čeprav večkrat pokaže pristno skrb za Davisovega brata, Noah. Aza je vestna dijakinja, radovedna in zelo bistra. Je tipična najstnica v tem, da ji je všeč Davis (a njuna zveza njeno bolezen le poslabša), da ni povsem zadovoljna s svojim videzom, da veliko časa prezivi na telefonu oziroma prenosniku, da lažje komunicira elektronsko kot v živo.

Pričakujemo, da bodo tekmovalci pokazali, kako dejansko razumejo Azo, njen problem oz. probleme (njena motnja) ter kakšen vpliv ima to na njo, njene odnose, ter kako vplivajo na njo kot najstnico v iskanju lastne identitete.

3. iztočnica

Describe one characteristic that you share with Aza, or one that you do not.

V tretji iztočnici bodo tekmovalci opisali eno od Azinih lastnosti, s katero se lahko poistovetijo, oz. izpostavili razliko med Azo in njimi. Tekmovalci bodo verjetno izbrali eno izmed lastnosti, ki jih izpostavili že pri drugi iztočnici. Glede na izkušnje tekmovalcev bodo morda izpostavili Azine skrbi, tesnobo, strahove itn. in se tako z njo identificirali ali pa vsaj pokazali razumevanje njene situacije. Po drugi plati pa bodo obsesivno-kompulzivno motnjo in z njo povezane težave morebiti izpostavili kot bistveno razliko med Azo in njimi. Azino iskanje identitete oziroma njeno zmedenost ter razpetost med različnimi željami, pričakovanji in zahtevami je tudi eno izmed pomembnih stičišč med njo in večino, če ne kar vsemi najstniki.

BESEDIŠČE IN ZAPIS*

Število točk	Opisniki
3	Besedišče je ustrezno in nadpovprečno bogato, napak v zapisu skoraj ni.
2	Besedišče je ustrezno, a povprečno, v besedilu je nekaj napak v zapisu.
1	Besedišče je večinoma ustrezno, dokaj osnovno in se lahko ponavlja, napake v zapisu so pogoste.
0	Besedišče je skromno oz. pogosto neustrezno rabljeno, napake v zapisu so zelo pogoste, zato je razumevanje sestavka zelo oteženo.

*Pri kriteriju »besedišče« se vrednoti tudi pravilnost zapisa, ki pa ima manjšo težo kot bogastvo in ustrezna raba besedišča. To upoštevajte, kadar je npr. besedišče zelo bogato, v zapisu pa je precej napak.

SLOVNICA*

Število točk	Opisniki
4	Besedilo vsebuje več raznolikih slovničnih struktur, napak v rabi in tvorbi skoraj ni.
3	Besedilo vsebuje raznolike slovnične strukture, prisotnih je nekaj manjših* napak v rabi in tvorbi.
2	Besedilo vsebuje ozek nabor slovničnih struktur, prisotnih je nekaj osnovnih* napak v rabi in tvorbi.
1	Besedilo vsebuje zelo ozek nabor slovničnih struktur, osnovne napake so pogoste.
0	Slovnica je zelo slabo tvorjena in/ali rabljena, slovnične napake močno ovirajo razumevanje sestavka oz. večina slovničnih struktur je napačnih.

*Vrednotimo tako oblikoslovno kot skladenjsko ravnino (npr. besedni red, priredja in podredja itd.). Izkazana širina, bogastvo uporabljenih struktur oz. jezikovna zapletenost/kompleksnost imajo večjo težo kot jezikovna pravilnost (napake). Če so povedi zaradi prevelike dolžine slabo razumljive, to štejemo kot napako. Rabe struktur, ki močno presegajo osnovnošolski program, npr. Past Perfect, ne vrednotimo, ne glede na pravilnost. Če pa so povezane z osnovnimi strukturami in kažejo njihovo nepoznavanje, se to šteje kot napaka.

***manjša napaka:** neustrezno izbrana raba predloga, občasno napačna tvorba (npr.) nepravilne množine ipd.

***osnovna napaka:** npr. napačna tvorba in/ali neustrezna raba slovničnega časa ipd.

ZGRADBA

Število točk	Opisniki
3	Zgradba/struktura besedila je smiselna (logična), misli so jasno izražene in povezane. Ustrezna je členitev na odstavke*, dobra vezljivost na ravni stavka, odstavka in sestavka. Napak v rabi ločil (velika začetnica, končna ločila) se pojavijo le izjemoma, napak v rabi ostalih ločil (vejica, narekovaji ipd.) skoraj ni.
2	Zgradba/struktura besedila je večinoma smiselna (logična, povezana), misli so dokaj jasno izražene in povezane. Vsebinska členitev na odstavke je prisotna, občasno manj ustrezena. Dobra vezljivost na ravni stavka in sestavka. Misli so jasno izražene. Prisotne so občasne napake v rabi ločil.
1	Zgradba/struktura besedila je manj logična, misli so manj jasno izražene in povezane. (Vsebinske) členitve na odstavke ni oz. je neustrezna. Pomanjkljiva vezljivost na ravni stavka in sestavka. Pogoste napake v rabi ločil.
0	Misli so nejasno oz. nerazumljivo izražene. Slaba (šibka) vezljivost.

* Ustrezen odstavek vsebuje zaokroženo misel, ne pričakujemo pa strukture odstavka v smislu tematske povedi in podpore. Odstavki so ustrezeno označeni (z zamikom ali presledkom med vrstami). Če je sestavek napisan v enem odstavku, dodelimo pri tem kriteriju največ 2 točki.

Urejenost besedila: vrednotenje včasih ovira slaba urejenost besedila ali slaba berljivost pisave, črtanje, popravljanje, puščice ipd. Pri vrednotenju se čim bolj izognite tem vplivom in vrednotite izkazano znanje angleščine in poznavanje književnega dela, ne ličnosti besedila (ni v kriterijih). Vrsta pisave (npr. velike tiskane črke) tudi ne vpliva na vrednotenje.

Zahvaljujemo se vam za sodelovanje.

Državna tekmovalna komisija.

OBMOČNO TEKMOVANJE IZ ANGLEŠČINE ZA UČENCE 9. RAZREDA OSNOVNE ŠOLE



15. JANUAR 2020

Zavod
Republike
Slovenije
za šolstvo

Šifra tekmovalca:

Čas oddaje:

NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE	
A. Bralno razumevanje			
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1. CHAPTER NINE	8		
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C. Pisno sporočanje			
1. IN SEARCH OF IDENTITY – A PORTRAIT OF AZA	15 (5+3+4+3)	Vsebina: Besedišče:	Slovnica: Zgradba:
Skupaj:	47		

Ocenjevalci: _____

Drage tekmovalke in dragi tekmovalci!

Pred vami je tekmovalna pola z nalogami za območno tekmovanje v znanju angleščine. Vsebuje naloge za bralno razumevanje, rabo jezika in pisno sporočanje. Svetujemo vam, da preletite vse tekmovalne naloge in skrbno preberete navodila. Sami se odločite, po kakšnem vrstnem redu jih boste reševali. Posebej pozorni bodite pri nalogi C in jo preberite v celoti. Upoštevajte iztočnice in predlagano dolžino besedila. Pišite čitljivo, z nalivnim peresom ali s kemičnim svinčnikom, nikakor ne s svinčnikom, sicer nalog ne bomo vrednotili. Bodite pozorni tudi na pravilen zapis.

Če vam čas dopušča, rešitve vseh nalog in svoj sestavek še preverite. Slovarjev in drugih pripomočkov na tekmovanju ne morete uporabljati.

Pojasnila vam lahko poda nadzorni učitelj le pred tekmovanjem. Kasneje to ne bo več mogoče.

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

Tekmovalne naloge je pripravila Državna tekmovalna komisija.

A. Bralno razumevanje

1. WHY JOHN GREEN JUST GETS IT

(By Iva-Marie Palmer)

Read the text and match the headlines (A-L) with the paragraphs (1-8). An example (0) has already been done. Write the letters in the table below. There are three headlines too many.

Is John Green the king of young adult literature? With five award winning, bestselling teen novels to his name, it would seem he's due the honor.

Here, some ways Green just gets it:

0. In Green's books, his teenage protagonists are very smart but also very real. They're people who feel like your friends, imperfections and all. Green's teens are real, relatable, and pop-culture obsessed, not one-dimensional, slang-spewing adolescent caricatures.



1. While he's caught some criticism from adults that his characters seem too intelligent for their age, Green says he never catches that criticism from teens. He tries to make his characters sound to teenagers the way teenagers sound to themselves. Which is why a line like, "The world is not a wish-granting factory", is, yes, wise, but also relatable — what one of us as a teen didn't start to realize that ourselves?

2. "Oh, to be young again," an adult might say when picking up a John Green book, thinking that it's happy-youth fluff. But they'd be wrong. Some of Green's teens are just a little neurotic, a little anxious, a little too smart for their own good. But real things like depression, suicide, divorce, and running away impact his characters, too. Green writes all his teens as full human beings, who are more than their problems.

3. Green maintains a pretty active Twitter presence. He also posts regularly (and with mastery) to his Tumblr page. Through his social media platforms, Green actually engages with fans, rather than conforming to the off-limits author stereotype. Today, of course, plenty of writers have an online presence but Green will converse with fans through social media and really seems to like using it.

4. Earlier this year, Green admitted that a quote attributed to him on a poster that was said to be from his novel *Paper Towns* was actually from a fan. (He writes so much he forgets much of what's in his books, so when he saw the quote attributed to him, he first thought it was his own.) But, when the quote was cited as belonging to Melody Truong, Green agreed to split royalties with her.

5. In 2007, Green and his brother Hank began trading public video messages to stay in touch. They never stopped and now operate their own YouTube channel, vlogbrothers. With no set format, the duo tackle topics both tough and silly, and explain big issues.

6. Another project of the brothers Green is the Foundation to Decrease World Suck, which has sponsored the Project for Awesome each year since 2007. The campaign asks users to submit videos supporting their favorite charities, and in 2014, raised more than \$1.2 million for dozens of charities. And, though it's clearly a big deal, Green and his brother really shine the spotlight on the event's participants, rather than themselves.

7. Though he is an adult and says he reads primarily adult fiction, in an interview with *The Guardian*, Green said his favorite book is the *The Astonishing Life of Octavian Nothing* by M.T. Anderson. He also regularly makes book recommendations, and many of them are slightly and delightfully off-center young adult musts.

8. If you remain unconvinced that Green "gets" it, will a celebrity endorsement help? While working on the *Paper Towns* movie, he posted to his Tumblr that he was listening to Taylor Swift's Album "1989". Swift responded to this: "My favorite author just said WHAT?!?" The mutual admiration society between two idolized but not ego-inflated artists? Yeah, he gets it.

A	He's Close with His Brother
B	He Thinks Teenagers Cannot Handle Sad Stuff
C	Taylor Swift Thinks He's Fab and Vice Versa
D	He Tackles the Tough Stuff
E	He Gets That Teens Contain Multitudes
F	When He Has Time, He Answers Readers
G	He Reads Young Adult Novels, Too
H	He Gives Credit Where It's Due
I	He Knows That Teens Are "Wise Beyond Their Years"
J	He Based One of His Characters on Taylor Swift
K	He's a Do-Gooder But He Doesn't Make a Huge Deal About It
L	When People Ask, He Answers

0.	1.	2.	3.	4.	5.	6.	7.	8.
E								

	8
--	---

Prijejeno po: <https://www.readbrightly.com/john-green-just-gets/>

Vir slike: <https://www.emka.si/webapp/wcs/stores/servlet/sl/emkasi/john-green-55737#facet:&productBeginIndex:0&facetLimit:&orderBy:5&pageView:grid&minPrice:&maxPrice:&pageSize:&>

2. OBSESSIVE-COMPULSIVE DISORDER

Read the text and answer the questions below. The first answer (0) is an example.

Obsessive-Compulsive Disorder (OCD) is a common, constant, and long-lasting mental disorder. A person with obsessive-compulsive disorder has thoughts called obsessions. These are repeated thoughts, impulses, or mental images, which a person cannot control. One of the common symptoms is a fear of germs and infections.

These obsessive thoughts force people with OCD into repetitive behaviors called compulsions. To someone with obsessive-compulsive disorder, doing these compulsions is a way to stop the obsessive thoughts. Up to 40% people with OCD have a common compulsion in a form of body tics. The other common compulsions are a constant cleaning and handwashing, sudden and brief eye blinking, head and shoulder shrugging and jerking. These activities occur to such a degree that the person's daily life is negatively affected, often taking up more than an hour a day.

Sometimes people with OCD also have other mental disorders, such as anxiety, depression, and body dysmorphic disorder, which is a disorder in which someone mistakenly believes that a part of their body is abnormal. It is important to consider these other disorders while making decisions about treatment. OCD is typically treated with medication, psychotherapy, or a combination of the two.

OCD is a common disorder that affects adults, adolescents, and children all over the world. Most people are diagnosed by about age 19. The causes of OCD are unknown, but predisposing conditions also include:

- Genetics: people with first-degree relatives (such as a parent, sibling, or child) who have OCD are at a higher risk for developing OCD themselves.
- Brain structure: there appears to be a connection between the OCD symptoms and abnormalities in certain areas of the brain, but that connection is not clear.
- Environment: an association between childhood trauma and obsessive-compulsive symptoms has been reported in some studies.

There is another mental disorder similar to obsessive-compulsive disorder called Obsessive-Compulsive Personality Disorder or OCPD. The difference between the two is that people with obsessive-compulsive disorder know that something is wrong and become stressed because of their obsessive thoughts. People with obsessive-compulsive personality disorder do not know that something is wrong.

Parents or teachers typically recognize OCD symptoms in children. Symptoms may come and go, ease over time, or worsen. If left untreated, OCD can severely interfere in all aspects of life.



0) What kind of an illness is OCD?

A mental disorder

1) Why does a person with OCD do compulsions?

2) How much time do people with OCD daily spend carrying out compulsions?

3) When is it important to look at all disorders?

4) What age groups does OCD affect?

5) What are the three main risk factors for the development of OCD?

6) What disturbing experience at a young age might be associated with OCD symptoms?

7) Why are people with OCPD not worried about their disorder?

8) Why is it important to recognise and treat the symptoms of OCD?

Besedilo prirejeno po:

https://simple.wikipedia.org/wiki/Obsessive%20compulsive_disorder

Vir slike: https://medium.com/@jamesmcmahon_29072/this-is-a-story-about-obsessive-compulsive-disorder-but-some-other-things-too-b830bf4f395

8

CHAPTER NINE

1. Read the extract from the book *Turtles All the Way Down* and fill in each gap with ONE suitable word as shown in example 0.

I didn't feel hungry, (0) but when our food arrived I picked at my veggie burger with a knife and fork to make it look like I was eating more (1) than I could actually stomach. Eating quieted the conversation for a while, until Holly dropped off the check, which I picked (2) up.

Davis reached across the table and put his hand on top of mine. "Please," he said. "It is not an inconvenience to me." I let (3) him take it.

"We should do something," Daisy said. I was ready to go home, eat something in private, (4) and then go to sleep. "Let's go to a movie or something."

"We can just watch one (5) in my house," Davis said. "We get all the movies."

Mychal's head tilted. "What do you mean you 'get all the movies'?"

"I mean, we get all the movies that go to theaters. We have a screening room, and we . . . just pay for them or whatever. I actually don't know (6) how it works."

"You mean, when a movie comes out in theaters, it . . . also comes out at your house?"

"Yeah," Davis said. "When I was a kid, we (7) had to have a projectionist come out, but now it's all digital."

"Like, inside your house?" Mychal asked, still confused.

"Yeah, I (8) can show you," Davis said.

Daisy looked over at me. "You up for it, Holmesy?" I contracted my face into a smile and nodded.



2. TURTLES ALL THE WAY DOWN

Read the text and fill in each gap with an appropriate word from the box. Example 0 has already been done. There are three words too many.

beliefs	convincing	decreasingly	directly	exact	expression
faith	increasingly	irrational	rests	supports	too

'Turtles all the way down' is an (0) expression of the problem of infinite regress. The saying refers to the mythological idea of a World Turtle that (1) _____ the Earth on its back. It suggests that this turtle (2) _____ on the back of an even larger turtle, which itself is part of a column of (3) _____ large turtles that continues indefinitely, that is 'turtles all the way down'.

The (4) _____ origin of the phrase is uncertain. Many references to the saying's mythological ancestor, the World Turtle, were made in the 17th and 18th centuries. This mythology probably originated in ancient Indian and Hinduist (5) _____.

Philosopher and psychologist William James is also linked to the phrase. After a lecture on the structure of the solar system, a little old lady came to James:

"Your theory that the sun is the center of the solar system, and the Earth is a ball which rotates around it has a very (6) _____ ring to it, but it's wrong. I've got a better theory."

"And what is that, madam?" asked James.

"That we live on a crust of earth which is on the back of a giant turtle."

James did not wish to beat this (7) _____ little theory with scientific evidence, so he decided to persuade his opponent by making her see some of the weaknesses of her point.

"If your theory is correct, madam, what does this turtle stand on?"

"I have an answer to that," she said, "The first turtle stands on the back of a second, far larger, turtle that stands (8) _____ under him."

"But what does this second turtle stand on?" continued James.

To this, the little old lady boasted triumphantly, "It's no use, Mr. James—it's turtles all the way down."



C. Pisno sporočanje

IN SEARCH OF IDENTITY – A PORTRAIT OF AZA

"You're the storyteller and the story told. You are somebody's something, but you are also yours you."

J. Green: *Turtles All the Way Down*, p. 257

Read the quote and write a composition. Consider the following guidelines:

- *Briefly explain how the quote relates to Aza.*
- *Choose and comment on up to three of Aza's characteristics that you believe define her the most.*
- *Describe one characteristic that you share with Aza, or one that you do not.*

Your composition should contain 220–250 words. It will be marked on content (5 points), vocabulary and spelling (3 points), grammar (4 points), and organisation (3 points).

Keep in mind the length suggested.

You may plan your draft in the box below. It will not be marked.



IN SEARCH OF IDENTITY – A PORTRAIT OF AZA

Za ocenjevalce: Vrednotenje pisnega sestavka

KRITERIJ	MOŽNE TOČKE	DOSEŽENE TOČKE	UTEMELJITEV
Vsebina	5		
Besedišče in zapis	3		
Slovnica	4		
Zgradba	3		
Skupaj	15		



"Beginning in itself has no value, it is an end which makes beginning meaningful, we must end what we begun." — Amit Kalantri

Ilustracija: Kira Widjaja

<http://post.browndailyherald.com/2017/10/25/it-goes-on-and-on-and-on/>

Citat: Vir: <https://www.goodreads.com/quotes/tag/finishing>

Prazna stran

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

14. november 2019

Navodila za vrednotenje

Ta navodila vsebujejo pravilne rešitve, kriterije z opisniki, točkovnike in dodatna pojasnila.

Vsako postavko v nalogah bralnega razumevanja in rabe jezika ovrednotimo s po eno točko. Polovičnih točk ni. Nalogo pisnega sporočanja ovrednotimo v skladu s kriteriji, upoštevajoč opisnike.

Če imate vprašanja v zvezi z vrednotenjem, jih v predvidenem času zastavite državnemu tekmovalnemu komisiji v tekmovalnem forumu na strežniku DMFA. K predlagani novi rešitvi, ki ni zajeta v teh navodilih, podajte še svojo utemeljitev in vire, iz katerih črpatе.

Predlagamo, da forum spremljate vse do zaključka vrednotenja, saj bo vseboval sprotna dodatna navodila za vrednotenje.

A. Bralno razumevanje

1. How energy drinks affect children

Število možnih točk: 9. Rešitev 0 (T) je primer, ki je že rešen.

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.
T	T	NT	T	F	NT	T	NT	T	NT

2. Six teenagers who made history

Število možnih točk: 9. Rešitev 0 je primer, ki je že rešen. Vsako postavko ovrednotimo s po eno točko.

Praviloma naj bi bili odgovori od 1 do 10 kratki (v obliki nepopolnih povedi), vendar so lahko napisani tudi v povedih. Jezikovne in pravopisne napake ne vplivajo na vrednotenje.

Odgovori morajo vsebovati le vse potrebne podatke. Če odgovor vsebuje tudi podatek oz. podatke, po katerih se ne sprašuje, je odgovor nepravilen.

Odgovor je pravilen tudi, če tekmovalci odgovorijo na vprašanja z drugimi besedami, kot piše v besedilu, in je sporočilo pomensko pravilno oz. v skladu s predvidenimi rešitvami (npr. 10. postavka).

Postavka	Rešitev
0	<i>A very understanding and smart.</i>
1	At Orléans.
2	Heresy and witchcraft.
3	In 1956.
4	In the mid-1970s (in the mid-70s).
5	(From) one/1 to six/6. Up to six/6.
6	Because of/over substandard facilities at her (segregated) school.
7	Five/5.
8	The Modern Prometheus. <i>Napačno: Frankenstein.</i>
9	The Taliban.
10	An attempt/attack/assault on her life/on Malala.

B. Raba jezika

Pri teh dveh nalogah se pri vsaki postavki vpiše le po ena beseda.

1. Greta's climate "school strike" goes global

Število možnih točk: 9. Rešitev 0 je primer, ki je že rešen. Tekmovalec prejme točko za ustrezno in pravilno zapisano rešitev. Polovičnih točk ni.

Postavka	Rešitev	Postavka	Rešitev
0	<i>than</i>	5	<i>there</i>
1	<i>the/their</i>	6	<i>but</i>
2	<i>of</i>	7	<i>most</i>
3	<i>that/which</i>	8	<i>by</i>
4	<i>her/that/it</i>	9	<i>until/till</i>

2. The history of Archie McPhee

Število možnih točk: 7. Rešitev 0 je primer, ki je že rešen. Tekmovalec prejme točko za pravilno izbrano in zapisano rešitev. Polovičnih točk ni.

Postavka	Rešitev	Postavka	Rešitev
0	<i>make</i>	4	headed
1	Located/(located)	5	settling
2	customer	6	Hits/(hits)
3	collectible	7	source

C. Pisno sporočanje

Pri nalogi C na strežnik vpišete dosežke za vsak kriterij posebej (C1 – vsebina, C2 – besedišče in pravopis, C3 – slovnica, C4 – zgradba).

Rules – to break or not to break?

Kriteriji z opisniki za vrednotenje in dodatna pojasnila

VSEBINA

Število točk	Opisniki
5	Vsebina je v celoti ustrezna* , tekmovalec vključi in smiselno, jasno in prepričljivo razvije vse zahtevane iztočnice** . Dolžina*** besedila ne odstopa bistveno od predvidene.
4	Vsebina je na splošno ustrezna, tekmovalec vključi in korektno razvije vse zahtevane iztočnice, pri čemer je ena izmed njih slabše razvita (npr. ni pojasnil za kršitve pravil ali navedbe posledic pri predstavljenem primeru). Dolžina besedila ne odstopa bistveno od predvidene.
3	Vsebina je večinoma ustrezna, tekmovalec vključi in/ali razvije dve od treh zahtevanih iztočnic, ali pa tri delno razvite iztočnice. Dolžina besedila je ustrezna in bistveno ne odstopa od predvidene.
2	Vsebina je delno ustrezna, tekmovalec vključi in razvije samo eno zahtevano iztočnico, ali pa sicer piše o vseh iztočnicah, jih ne razvije. Vsebina je lahko neizvirna oz. (skoraj) prepis ali povzetek iztočnic. Besedilo je bistveno krajše od predvidene dolžine.
1	Vsebina je v glavnem neustrezna, nobena iztočnica ni ustrezno razvita. Besedilo je močno prekratko.
0	Vsebina je v celoti neustrezna ali besedila ni oz. je prekratko za presojo.

***ustreznost:**

V pisnem sestavku od tekmovalcev pričakujemo predvsem izražanje njihovih izkušenj, stališč, ustreznih primerov in razlag oz. utemeljitev. Pri tej nalogi ne pričakujemo popolne odslikave realnosti, marveč lahko tekmovalci uporabijo tudi svojo domišljijo.

- *What rules do teenagers break most often and why? (Give at least two examples and convincing explanations.)*

V tej iztočnici je v ospredju, kako mladostniki kršijo pravila na splošno. Pravila so lahko iz sveta šole, doma, ali splošna (promet ipd.). Tekmovalci predstavijo vsaj dve pravili, ki ju mladostniki ne upoštevajo, in prepričljivo razpravlja, zakaj je tako.

(V tej iztočnici se predvidoma uporablja sedanjik.)

- *Present what rules **you** follow regularly. What rules have **you** broken and why? What were the consequences, if any?*

V tem vsebinskem sklopu tekmovalci pišejo s svoje perspektive o tem, katerim pravilom sledijo in katerim ne (vsaj po dva primera; raba množine - *rules*) ter pojasnijo, zakaj ne. Navedejo tudi morebitne posledice neupoštevanja pravil oz. izvemo, da jih ni bilo. Pričovedo lahko obogatijo tudi s svojimi abstraktnejšimi razmisleki, a zaradi tega ne smejo bistveno presegati predvidene dolžine sestavka.

(Tu tekmovalci uporablja nabor glagolskih časov od sedanjika do preteklica in morda 'present perfect'.)

- *Imagine **your** life without rules, either at school or at home. What is it like? How do you like it?*

Ta iztočnica je bolj ustvarjalna in tekmovalci opišejo oz. predstavijo šolo ali dom brez pravil. Navedejo, kaj od tega bi jim bilo všeč (in kaj ne). Dodatne ponazoritve, utemeljitve in podobno so pokazatelji bolje razvite iztočnice.

(Tekmovalci lahko uporablja tudi pogojnik, a v iztočnici je namerno sedanjik.)

****iztočnice:** Tekmovalec si lahko sam izbere vrstni red iztočnic, pod pogojem, da je besedilo smiselno in koherentno (sovisno, dobro povezano). Tekmovalec vključi iztočnice, če jih samo omeni (skoraj prepiše iz navodil), a jih ne razširi. Iztočnice so razvite, če tekmovalec besedilo obogati s širšim opisom, razLAGO, utemeljtvijo, primerom ipd. (okvirno vsaj 3–4 povedi, odvisno od njihove dolžine in pričakovane dolžine sestavka).

*****dolžina:** Če je besedilo daljše od predvidenega, a še vedno **smiselno** in **koherentno** (tj. tekmovalec ne dolgovezi, ponavlja ipd.), zaradi tega ne odštevamo točk. Če je besedilo krajše od približno 80 besed, ovrednotimo vsebino z 1 točko.

Če je vsebina ocenjena z 1 točko, lahko dobi tekmovalec pri drugih kriterijih največ po 1 točko.

BESEDIŠČE IN PRAVOPIS

Število točk	Opisniki
3	Besedišče je ustrezeno in občasno nadpovprečno bogato. Besedilo je pravopisno pravilno napisano ali pa vsebuje posamezne pravopisne napake.
2	Besedišče je ustrezeno, a povprečno, občasno s primeri neustrezne rabe. V besedilu je manjše število pravopisnih napak.
1	Besedišče je večinoma ustrezeno, dokaj osnovno in se občasno ponavlja, ali pa je večkrat neustrezno rabljeno. Pravopisne napake so pogoste.
0	Besedišče je skromno oz. pogosto neustrezno rabljeno, pravopisne napake so zelo pogoste, zato je lahko razumevanje sestavka zelo oteženo.

Pri kriteriju 'besedišče' se vrednoti tudi pravilnost zapisa, ki pa ima manjšo težo kot širina oz. bogastvo in ustreznata raba besedišča.

SLOVNICA

Število točk	Opisniki
4	Besedilo vsebuje več raznolikih slovničnih struktur, ki so večinoma pravilno tvorjene in ustrezeno rabljene, prisotnih je le nekaj manjših napak* v rabi in/ali tvorbi ¹ .
3	Besedilo vsebuje ustrezeno raznolik, a bolj omejen nabor slovničnih struktur. Prisotni so primeri neustrezne tvorbe in/ali rabe.
2	Besedilo vsebuje ozek nabor slovničnih struktur, prisotnih je precej osnovnih* napak v rabi in tvorbi.
1	Besedilo vsebuje zelo ozek nabor slovničnih struktur, osnovne napake so pogoste.
0	Slovница je zelo slabo tvorjena in/ali rabljena, slovnične napake močno ovirajo razumevanje sestavka oz. večina slovničnih struktur je napačnih.

Vrednotimo tako oblikoslovno kot skladenjsko ravnino, npr. besedni red, zapletenost povedi: rabe podpredij in priredij itd. Izkazano bogastvo uporabljenih struktur oz. jezikovna zapletenost (kompleksnost) imajo večjo težo kot jezikovna pravilnost (napake).

¹ Tvorba – način tvorjenja strukture (npr. 'She has got', ne 'She have got'). Raba (pomenski vidik) – način rabe struktur: npr. navadni preteklik za pretekla dejanja in stanja, ne pa, na primer, sedanjik.

***manjša napaka:** neustrezno izbrana raba predloga, občasno napačna tvorba, npr. nepravilne množine ipd.

***osnovna napaka:** napačna tvorba in/ali neustrezna raba osnovnega slovničnega časa, npr. navadni preteklik ipd.

ZGRADBA

Število točk	Opisniki
3	Zgradba/struktura besedila je smiselna (logična), misli so dokaj jasno izražene in povezane. Členitev na odstavke* je ustrezna, vezljivost na ravni povedi, odstavka in sestavka je dobra. Napak v rabi ločil** skoraj ni.
2	Zgradba/struktura besedila je večinoma smiselna (logična, povezana), misli so občasno manj jasno izražene in povezane. Členitev na odstavke je prisotna, a ne vedno ustrezna. Dobra vezljivost ² na ravni povedi in sestavka. Prisotne so občasne napake v rabi ločil.
1	Zgradba/struktura besedila je manj logična in smiselna, misli so večkrat nejasno izražene in/ali povezane, besedilo je razvlečeno ali pa vsebinsko in v zgradbi tako pomanjkljivo, da povzroča težave v razumevanju. Členitve na odstavke ni oz. je neustrezna. Pomanjkljiva vezljivost na ravni povedi in sestavka. Pogoste napake v rabi ločil.
0	Misli so nejasno oz. nerazumljivo izražene. Slaba (šibka) vezljivost.

*Ustrezen odstavek vsebuje zaokroženo misel, ne pričakujemo pa strukture odstavka v smislu tematske povedi in podpore. Odstavki so ustrezno označeni z zamikom ali presledkom med vrstami.

** Napake v rabi ločil ne odtehtajo sicer ustrezne zgradbe besedila.

Preglednica na koncu naloge C: če tekmovalec za vsak posamezen kriterij ne dobi največjega možnega števila točk, ocenjevalci v stolpec »Utemeljitev« na kratko zapišite, v čem tekmovalčevo besedilo odstopa. Pri tem se nanašajte na kriterije z opisniki.

Zahvaljujemo se vam za sodelovanje.
Državna tekmovalna komisija

² Vezljivost (kohezija): raba slovničnih sredstev (na primer zaimki, določni členi, zamenjave, izpusti) in leksikalnih sredstev (na primer sopomenke, nad- in podpomenke, ponavljanja).

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



14. november 2019

Ime in priimek tekmovalca:

NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE
A. Bralno razumevanje		
1. HOW ENERGY DRINKS AFFECT CHILDREN	9	
2. SIX TEENAGERS WHO MADE HISTORY	10	
B. Raba jezika		
1. GRETA'S CLIMATE "SCHOOL STRIKE" GOES GLOBAL	9	
2. THE HISTORY OF ARCHIE MCPHEE	7	
C. Pisno sporočanje		
1. RULES – TO BREAK OR NOT TO BREAK?	15	
Skupaj:	50	

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 druge, 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 nalivnim peresom ali s kemičnim svinčnikom, nikakor ne s svinčnikom. Če se zmotite, to prečrtajte in napišite ali označite novo rešitev. Korektorna sredstva niso dovoljena. Slovarjev in drugih pripomočkov na tekmovanju ne morete uporabljati.

Če imata 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. How energy drinks affect children

Read the text on the consumption of energy drinks among young people in Great Britain.

Decide whether the statements in the table below are, according to the text, true (T), false (F) or there is no information on this in the text (NT).

Young people are consuming record numbers of energy drinks that are putting their health at risk.

The Prime Minister revealed plans to restrict young people in Britain from buying energy drinks. Later this week they will decide whether the ban will apply to under-16s or under-18s.

The Public Health Minister said: ‘We all have a responsibility to protect children from products that are damaging to their health and education, and we know that drinks full of caffeine, and often sugar, are becoming a common component of their diet. Our children already consume 50 per cent more of these drinks than their European peers, and teachers have made worrying links between energy drinks and poor behaviour in the classroom.’

The Prime Minister added: ‘Childhood obesity is one of the greatest health challenges that this country faces, and that’s why we are taking significant action to reduce the amounts of sugar young people consume and to help families make healthier choices.’

Around 21 per cent of British shops have already signed up to voluntary restrictions that ban under-16s from buying energy drinks, but the Government intends to introduce a nationwide ban.

The statistics for Great Britain show that energy drinks have become increasingly popular among children and teens, which has caused concern for young people’s health among many parents.

According to market researchers, British energy drink sales increased by a fifth between 2012 and 2017, and around 669 million litres were sold last year. Moreover, a shocking 18 per cent of 3 to 10-year-olds, along with two-thirds of 10 to 16-year olds, regularly consume them.

Why energy drinks are more dangerous for children

Colourful packaging, sweet flavourings and low prices make energy drinks highly appealing to young consumers, as well as having easy access to the beverages in corner shops and vending machines.

Children are also regularly exposed via the Internet and TV to many of the big drink brands that people usually link with Formula One racing, extreme sports, gaming and music.



Energy drinks aren't just full of caffeine and sugar, however. Ingredients such as guanine and taurine are viewed as 'healthy' additives, although there isn't much evidence on their effects on children and adults.

Professor Russell Viner from the Royal College of Paediatrics and Child Health, said: "There is no evidence that energy drinks have any nutritional value or place in the diet of children and young people. It's therefore worrying that so many young people are buying these drinks at low prices and consuming them on a regular basis.'

Nutritionist and researcher Kawther Hashem added: 'Children and teenagers are being deceived into drinking energy drinks, thinking they are going to improve their performance at school, during sports, or even on a night out. In reality it is more likely increasing their risk of developing obesity, type 2 diabetes and dental caries, which will have lifelong negative effects on their health.'

A review of academic literature on energy drinks found associations between consumption and symptoms such as headaches, stomachaches, hyperactivity, insomnia, fatigue and irritation.

Tick the appropriate column.

	T	F	NT
0. Young people have never drunk as much energy drinks as they do now.	✓		
1. The decision about the age limit for buying and consuming energy drinks in Britain hasn't been taken yet.			
2. British children drink more than two cans of energy beverages every day.			
3. The British Government is willing to take measures to lower the consumption of sugar among the youth.			
4. The British Government has ordered some shops to stop selling energy drinks to under-16s.			
5. Kids can easily buy different types of energy drinks online.			
6. Energy drinks contain caffeine, sugar and additives, such as guanine and taurine.			
7. A can of energy drink costs less than a can of soda.			
8. Kids think that energy drinks can help increase their academic and sport achievements.			
9. The greatest problem linked with the consumption of energy drinks is temporary memory loss.			

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2. Six teenagers who made history

Read the texts and answer the questions in short. Example 0 has already been done.

Once in a while, a very understanding and smart kid makes a difference and changes the course of history. Here are six people who left their mark at a young age.

Joan of Arc (1412–31)

At age 13, believing she was on a mission from God but having no military experience, Joan of Arc led the French army in a major victory against the English at Orléans during the Hundred Years' War and helped make it possible for Charles VII to regain the kingdom in 1429. Joan of Arc was captured by the English in 1430. She was tried for heresy and witchcraft and burnt at the stake in the market place at Rouen a year later. She became a French national hero and was, at long last, made into a saint in 1920.



Bobby Fischer (1943–2008)



In 1958, at age 15, Bobby Fischer became the youngest chess player in history to be named grandmaster, the highest title possible. He had begun to attract international attention two years earlier when he was victorious in what became known as the "Game of the Century" between him and Donald Byrne. He continued to gather awards and winnings until the mid-1970s, when he went into solitude, only to re-emerge in 1992 to play one highly publicized game versus his former opponent Boris Spassky.

Louis Braille (1809–1852)

Louis Braille invented a system of reading and writing for the blind in 1824, when he was just 15 years old. Braille tweaked it and expanded it after that, but, having been blind himself since the age of 3, he was inspired at a young age to think of a way to read and write. Braille consists of a code of 63 characters, each made up of one to six raised dots arranged in a six-position matrix or cell. The dots are imprinted on paper and are read by using one's fingers. He published the first Braille book, a three-volume history book, in 1837.



Barbara Johns (1935–1991)



In 1951, the 16-year-old Barbara Johns initiated a student strike over substandard facilities at her segregated school in Farmville, Virginia. Her activism attracted the attention of two lawyers, who took her case to court to fight for better resources and to demand equality. The case, Dorothy E. Davis vs. County School Board of Prince Edward County, was one of five reviewed by the Supreme Court during the hearings of Brown vs. Board of Education and used as evidence that segregated schools are unlawful.

Mary Shelley (1797–1851)

Though she didn't publish it until she was 21, Mary Shelley wrote *Frankenstein* - less frequently known as *The Modern Prometheus* - when she was 18. She wrote several other well-regarded novels throughout her career, but *Frankenstein* became her best known and remains a classic.



Malala Yousafzai (1997–)



In 2014, at age 17, Malala Yousafzai became the youngest recipient of the Nobel Peace Prize. The young activist from Pakistan had become famous for speaking out against the Taliban and encouraging young girls like herself to pursue an education. She made her first public speech publicising the cause when she was only 11 years old. Just 12-years-old, Yousafzai was already an outspoken supporter of girls' education rights in her Taliban-controlled hometown in Pakistan. She attracted international attention when she survived an attempt on her life at age 15. Malala Yousafzai is undoubtedly one of the most inspiring, and well-known teens that ever walked this earth.

0. *What kind of a child can have an effect on other people in the human history?*

A very understanding and smart.

1. Where did Joan of Arc's victorious battle take place?

2. What were the crimes that Joan of Arc was charged for?

3. In what year did Bobby Fischer first gain world recognition?

4. When did Bobby Fischer decide to stop playing chess on tournaments for a period of time?

5. How many spaces are available for each of Braille's 63 characters?

6. Why did Barbara Johns start a strike in 1951?

7. How many cases were looked over and held as evidence about the state of segregated schools?

8. What is the other title given by Mary Shelley to her most famous novel?

9. Whom did Malala Yousafzai publicly confront when fighting for her rights and the rights of other young females?

10. What triggered Malala's worldwide recognition?

B. Raba jezika

1. Greta's climate "school strike" goes global

Complete the text with the missing words. Use only one in each gap. Mind the spelling.

Students from more (0) _____ 70 countries are planning a massive global protest this Friday against inaction on climate change, led by a Swedish schoolgirl Greta Thunberg.

It could be one of (1) _____ biggest environmental protests the world has seen.

Greta began a weekly "school strike for climate" last year. Then 15, Greta rode her bicycle to sit on the cobblestones in front (2) _____ the Parliament House in Stockholm with a hand-painted sign (3) _____ said "School strike for climate".

Thousands of students have since copied (4) _____. Youth organisations are calling for a strike on Friday and Greta understands (5) _____ will be more than 700 protest locations.

"I think this movement is very important. Not only does it make people aware, and talk about it more, (6) _____ it also shows the people in power that this is the (7) _____ important thing there is," she told news agency Reuters.

Greta has also had an impact on her parents. Inspired (8) _____ their daughter's concern for the environment, the pair have stopped flying and have adopted vegan diets to live more environmentally sustainable lives.

Greta said she wants Sweden to adhere to the Paris Agreement.

"I've said that I will continue to strike every Friday (9) _____ Sweden is in line with the Paris Agreement," she said.

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2. The history of Archie McPhee

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

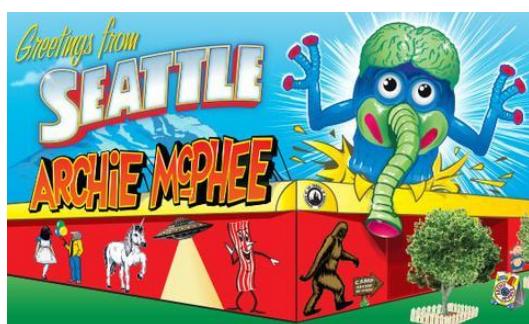
collectible	source	customer	head	headed	hits
located	location	make	centre	settling	origin

For more than 30 years, Archie McPhee has been bringing strange and amazing things to the world. They design and manufacture the kinds of impractical items that (0) make life better. If you would like to sell them, you can find their wholesale site, too.

(1) _____ in Seattle, Washington, the Archie McPhee store has moved a few times, but has finally settled into Wallingford. You can visit it the next time you're in Seattle. The design team and (2) _____ service are in Washington.

The owner, Mark Pahlow, started the business selling rubber lizards and other crazy things out of his house in L.A. He found that people couldn't get enough of his (3) _____ junk, but he needed space for his company to grow. Risking it all, he packed his entire inventory into a U-Haul truck and (4) _____ for Seattle. In 1983, he set up shop with two employees in Seattle's Fremont district using the name "Archie McPhee." For a while, his retail sales were under one name and he made his products under another name before finally (5) _____ on Archie McPhee Wholesale. He wrote a book called *Who Can Buy This?*

Over the years, the business grew. (6) _____ like the Punching Nun and Librarian Action Figure helped them grow into what they are today: the premier (7) _____ for weird stuff in the world. Come be weird with us!



7

C. Pisno sporočanje

Rules – to break or not to break?

Write a composition in which you express your views about breaking rules. You should include all the cues below (but not necessarily in the order suggested).



- What rules do teenagers break most often and why? (Give at least two examples and convincing explanations.)
- Present what rules **you** follow regularly. What rules have **you** broken and why? What were the consequences, if any?
- Imagine **your** life without rules, either at school or at home. What is it like? How do you like it?

Write from **170-200** words. Remember: the longer is not always the better. Your composition will be marked on the content, vocabulary with spelling, grammar and organisation.



Rules – to break or not to break?

KRITERIJ	MOŽNE TOČKE	DOSEŽENE TOČKE	UTEMELJITEV
Vsebina	5		
Besedišče	3		
Slovnica	4		
Zgradba	3		
Skupaj	15		

Vira slik: https://www.reminetwork.com/wp-content/uploads/Breaking_Rules.jpg

https://www.vpr.org/sites/vpr/files/styles/x_large/public/201709/iStock-833789384.jpg