

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

1. FEBRUAR 2012



**Zavod  
Republike  
Slovenije  
za šolstvo**

Šifra učenca:

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**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. E. Nesbit – the “true” Victorian mother

Read the statements (0 - 8) and the text on the following page. Find and copy or paraphrase the parts of the text which best correspond to the underlined phrases/clauses in the statements (0 - 8). The first example has been done for you.

0) E. Nesbit came up with Harry Potter like characters almost a century before J. K. Rowling.

\_\_\_\_\_ E. Nesbit invented/thought of/had the idea of Harry Potter before J. K. Rowling.\_\_\_\_\_

1) Bobbie, Peter and Phyllis had to settle for a less luxurious life.

\_\_\_\_\_

2) The three children were not preoccupied with schoolwork.

\_\_\_\_\_

3) The Mother wanted to make people believe that her family was well-off.

\_\_\_\_\_

4) Edith Nesbit was familiar with poverty.

\_\_\_\_\_

5) Edith Nesbit thought of herself as the Mother from this book.

\_\_\_\_\_

6) Edith needed to take care of herself even when she was married.

\_\_\_\_\_

7) Bobbie was made to play the “little mother” figure.

\_\_\_\_\_

8) Nesbit’s relationship with her own children was quite different from that described in the book.

\_\_\_\_\_

## **E. Nesbit – the “true” Victorian mother**

**It was Nesbit (born 1858) who, almost a century before JK Rowling invented Harry Potter,** had put the fantasy and magic into children's literature with novels such as *Five Children and It* and *The Phoenix and the Carpet*. Her latest novel, however, was not about an ancient Psammead who could grant wishes, or a second-hand magic carpet that could transport its owners anywhere they desired. It was the story of three children, Bobbie, Peter and Phyllis, forced to downsize from the suburban middle classes and go and live with their mother in the country when their father is unjustly imprisoned for selling state secrets. *The Railway Children*, published in book form in 1906 and never out of print since, has a special and enduring place in British children's literature.

*The Railway Children* is a retreat, the celebration of the rural idyll of an England that never existed. It also presents an idealised view of childhood, in which unfettered and tenacious children didn't have to care a lot about the school. They were forced to rely on their own resourcefulness.

The lost father is a favourite Nesbit theme: her own father died when she was four and in her books she was always trying to get him back. Bobbie's cry at the end of *The Railway Children* - "Oh! My Daddy, my Daddy" - remains one of the most recognisable and touching lines in children's literature.

In *The Railway Children* there is also a constant tension between appearances and reality, particularly in Mother's conventional middle-class desire to keep up an outward show so that outsiders remain unaware of the true extent of the family's poverty. Poverty was something Edith Nesbit had known first hand, both as a child and as a young married woman with small children. Perhaps the issue portrayed by Mother to Phyllis in *The Railway Children*: "Jam or butter, dear - not jam and butter. We can't afford that sort of reckless luxury nowadays." was autobiographic. Money was always an issue for Nesbit, even at the height of her success. Mother is clearly a self-portrait, but it was wishful thinking on Nesbit's part as she was anything but a model of Victorian and Edwardian propriety.

A founder member of the Fabian society, she cut her hair short, as an "advanced woman" smoked incessantly (eventually dying of lung cancer in 1924) and was seven months pregnant with her eldest son Paul before she married the child's father, Hubert Bland. Even then the couple did not immediately live together, Bland preferring to remain in the comfort of his mother's home, leaving Nesbit to struggle for herself. Like Mother she was forced to try and sell her stories and poems to often resistant editors. These contradictions are apparent in *The Railway Children*.

Bobbie is a miniature version of her mother, caught between having fun and being a little lady. Unlike the younger Phyllis and her brother Peter, Bobbie is not allowed to be bad: like poor Wendy in Barrie's *Peter Pan*, she is doomed to play the role of "little mother".

All her life Nesbit longed to be taken seriously as an adult novelist and poet. Instead she was, as Julia Briggs noted in her excellent biography of Nesbit, *A Woman of Passion*, "the first modern writer for children". Her gift was to be able to speak directly to children. She may have been a wonderful writer for children, but Nesbit's relationship with her own children was very far from that depicted in *The Railway Children*.

## 2. For Valour

**Read the text and decide whether the following statements are true (T), false (F) or not in the text (NT). The first example has been done for you.**

When at last – it seemed a very long time after – it was *the* day, the three children went down to the station at the proper time. And everything that happened was so odd that it seemed like a dream. The Station Master came out to meet them – in his best clothes, as Peter noticed at once – and led them into the waiting room where once they had played the advertisement game. It looked quite different now. A carpet had been put down – and there were pots of roses on the mantelpiece and on the window ledges, green branches stuck up, like holly and laurel at Christmas, over the framed advertisement of Cook's Tours and the Beauties of Devon and the Paris-Lyons Railway. There were quite a number of people there besides the Porter – two or three ladies in smart dresses, and quite a crowd of gentlemen in high hats and frock coats – besides everybody who belonged to the station. They recognized several people who had been in the train on the red-flannel-petticoat day. Best of all, their own old gentleman was there, and his coat and hat and collar seemed more than ever different from everyone else's. He shook hands with them and then everybody sat down on chairs, and a gentleman in spectacles – they found afterwards that he was the District Superintendent – began quite a long speech – very clever indeed.

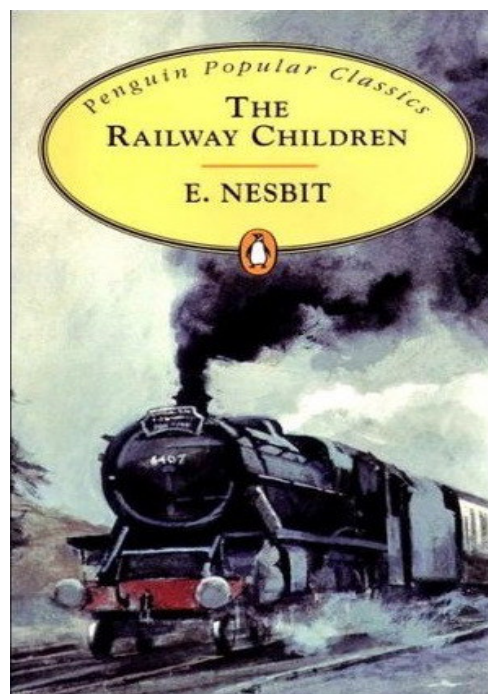
I am not going to write the speech down. First, because you would think it dull; and secondly, because it made all the children blush so, and get so hot about the ears that I am quite anxious to get away from this part of the subject; and thirdly, because the gentleman took so many words to say what he had to say that I really haven't time to write them down. He said all sorts of nice things about the children's bravery and presence of mind, and when he had done he sat down, and everybody who was there clapped and said, 'Hear, hear.'

And then the old gentleman got up and said things, too. It was very like a prize-giving. And then he called the children one by one, by their names, and gave each of them a beautiful gold watch and chain. And inside the watches were engraved after the name of the watch's new owner:

*'From the Directors of the Northern and Southern Railway in grateful recognition of the courageous and prompt action which averted an accident on – 1905.'*

The watches were the most beautiful you can possibly imagine, and each one had a blue leather case to live in when it was at home.

		T	F	NT
0	The children came too early to the station on that day.		√	
1	The Station Master was dressed very elegantly.			
2	There were branches of holly and laurel on the mantelpiece.			
3	There were more than few people gathered there for this occasion.			
4	The old gentleman stood out from the crowd in his beautiful clothes.			
5	The District Superintendant was dressed in a uniform.			
6	The children felt embarrassed about all that praise.			
7	The District Superintendant spoke about the children's games around the railway.			
8	The crowd agreed with the things said in that speech.			
9	The children got golden watches as a reward for their bravery.			



## B) Use of language

### 1. Paper Chase

**Read the text about the game which is described in *The Railway Children* and write the questions for the answers on the following page. The first example has been done for you.**

In the book *The Railway Children*, written by Edith Nesbit in 1906, the children observe a game of paper chase.

Paper Chase (also known as Hare and Hounds or Chalk Chase) is a racing game played outdoors (best played within a wood or even a shrubbery maze) with any number of players. At the start of the game, the team chooses the 'hare' and everyone else in the group are the 'hounds'. The 'hare' starts off ahead of everyone else leaving behind himself a trail of paper shreds (or chalk marks in an urban environment) which represents the scent of the hare. Just as scent is carried on the wind, so too are the bits of paper, sometimes making for a difficult game. After some designated time, the hounds must chase after the hare and attempt to catch him before he reaches the ending point of the race. It is generally done over a long distance, but shorter courses can be set. If the hare makes it to the finish line, they get to choose the next hare, or to be the hare themselves. Similarly, the person who catches the hare gets to choose the next hare.

Hare and Hounds was a sport popular in the United Kingdom in early Victorian times and references to 'hares' in modern hashing are a survival from those days. Cross country running following a trail of paper scraps was a major sport in public schools before World War II. A number of running clubs' names reflect this, for example Thames Hare and Hounds.



**0. What do the children in the book observe?**

A game of paper chase.

1. \_\_\_\_\_

Any number of players.

2. \_\_\_\_\_

The team.

3. \_\_\_\_\_

A trail of paper shreds.

4. \_\_\_\_\_

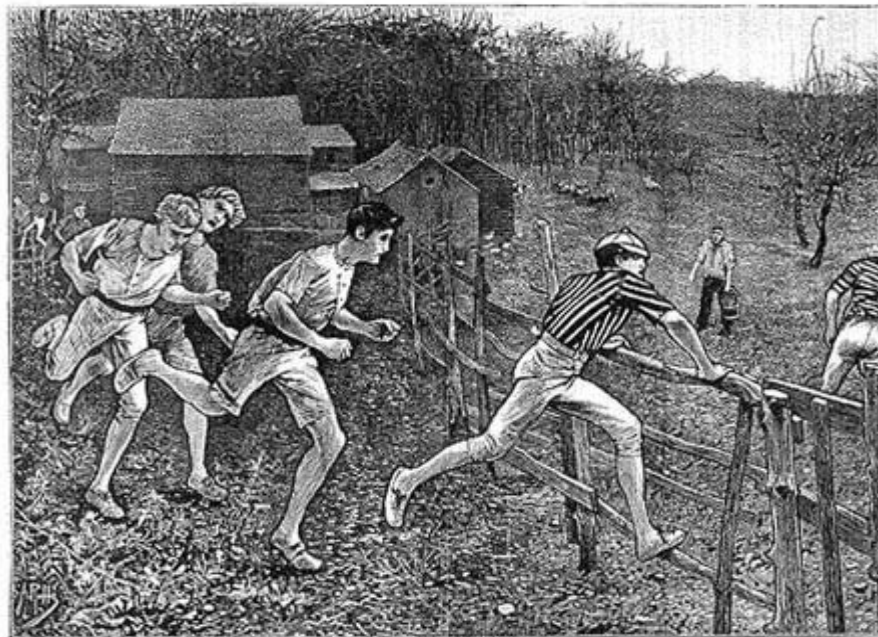
Before the hare reaches the ending point of the race.

5. \_\_\_\_\_

The person who catches the hare.

6. \_\_\_\_\_

In the United Kingdom.



May 23, 1874 ]

HARE AND HOUNDS  
HARPER'S WEEKLY

44 ]

12

## 2. The Railway Children

Read the text and fill in the gaps. Only ONE word is possible in each gap. The first example has been done for you.

This beautiful story about three children has become a classic (0) since it was written in 1906. Roberta, Peter and Phyllis live an idyllic life. They have many servants, toys, and parents who shower them (1) \_\_\_\_\_ love and affection. One night, their father (2) \_\_\_\_\_ called away, and the children are not told why. Their mother is sad but tells them they (3) \_\_\_\_\_ tighten their belts to survive. This means letting the servants go, leaving behind most of their possessions, and moving (4) \_\_\_\_\_ a small home in the country, near the railroad tracks.

In the country the children get used to their new situation and (5) \_\_\_\_\_ friends in the village. They spend time waving to passengers (6) \_\_\_\_\_ the passing trains and even find themselves in the middle of some interesting adventures. They help a Russian man find (7) \_\_\_\_\_ family and rescue a hurt young man from the tunnel.





*The Railway Children*

*The Railway Children*

*The Railway Children*

**Nadaljujte na strani 10**

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

*The Railway Children*

## C) WRITING

### 1. Stealing

Your English teacher has asked you to read the book *The Railway Children* and write a short composition in which you explain:

- how and why the incident shown in the picture happened,
- whether the boy's action was justified (support your opinion with your personal view),
- what is your opinion about similar actions nowadays (for example: "modern" stealing - unauthorised copying/downloading different documents from the internet etc.).

**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]

