



**Zavod
Republike
Slovenije
za šolstvo**

ŠOLSKO TEKMOVANJE IZ ANGLEŠČINE ZA UČENCE 9. RAZREDOV OSNOVNE ŠOLE

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Ime in priimek učenca:

NALOGA	MOŽNE TOČKE	DOSEŽENE TOČKE
A) Reading Comprehension		
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2. OLIVER TWIST	9	
B) Use of language		
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Ocenjevalci: _____

Drage tekmovalke, dragi tekmovalci!

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

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

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

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

Slovarjev danes ne boste mogli uporabljati.

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

Nalogo pripravila: državna komisija

A) READING COMPREHENSION

1. Canada

Read the text and match the words from 0 – 7 with the definitions/synonyms from A - J. Write your answers into the chart below. There are two definitions/synonyms too many. The first example has been done for you.

The roots of Canadian English can be found in the **events** which followed the American Revolution of 1776. Those who had supported Britain found themselves unable to stay in the new United States, and most went into exile in the Ontario region of Canada. From there they **spread** to all parts of the country. They were soon followed by many thousands who were attracted by the **cheapness** of land. Within fifty years, the population of Upper Canada (above Montreal) had reached 100,000 - mainly people from the United States.

In the east, the Atlantic Provinces had been **settled** with English speakers much earlier (the first contacts were as early as 1497, when the British explorer John Cabot claimed Newfoundland), but even today these areas contain less than 10 per cent of the population, so that they have only a marginal **role** in the development of the Canadian 'norm'. In Quebec, the use of French language and culture remains from the first period of exploration, with the majority of people using French as a **mother-tongue**: here, English and French coexist uneasily.

Because of its origins, Canadian English has a great deal in common with the rest of the English spoken in North America - and is often difficult to **distinguish** for people who live outside the region. To British people, Canadians may sound American; to Americans, they may sound British. Canadians themselves insist on not being identified with either, and certainly there is a great deal of evidence in **support** of this view.

0	event	A	exist side by side
1	spread	B	first language, native speech
2	cheapness	C	low price, good penny worth
3	settle	D	accident, act, action
4	role	E	help, give one's approval.
5	mother-tongue	F	arrange, be displayed, be distributed
6	distinguish	G	colonize, establish, inhabit
7	support	H	tell the difference
		I	best part, greater number
		J	position in society

0	1	2	3	4	5	6	7
D							

7	
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2. Oliver Twist

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

0 in a workhouse in 1830s England. His mother, 1, is found on the street and dies just after Oliver's birth. Oliver spends the first nine years of his life in a badly run home for young orphans and is then transferred to a workhouse for adults. After the other boys bully Oliver into asking for more gruel at the end of a meal, Mr. Bumble offers five pounds to anyone who 2. Oliver is eventually apprenticed to a local undertaker, Mr. Sowerberry. When the undertaker's other apprentice, Noah Claypole, makes insulting comments about Oliver's mother, Oliver attacks him and makes the Sowerberrys angry. Desperate, Oliver runs away at dawn and travels toward London.

Outside London, Oliver, starved and exhausted, meets Jack Dawkins, 3. Jack offers him shelter in the London house of his benefactor, Fagin. It turns out that Fagin is a career criminal 4. After a few days of training, Oliver is sent on a pick pocketing mission with two other boys. When he sees them take a handkerchief from an elderly gentleman, 5. He is caught and almost convicted of the theft. Mr. Brownlow, the man whose handkerchief was stolen, takes the feverish Oliver to his home and nurses him back to health. Mr. Brownlow is struck by Oliver's resemblance to a portrait of a young woman 6. Oliver is very happy in Mr. Brownlow's home, but two young adults in Fagin's gang, Bill Sikes and his lover Nancy, capture Oliver and return him to Fagin.

Fagin sends Oliver to assist Sikes in a burglary. Oliver is shot by a servant of the house and, after Sikes escapes, is taken in by the women who live there, Mrs. Maylie and her beautiful adopted niece Rose. They grow fond of Oliver, 7. But Fagin wants Oliver back. Meanwhile, it is revealed that Oliver's mother left behind a gold locket when she died. When the Maylies come to London, Nancy tells Rose about Fagin's plans, 8. So, Sikes murders Nancy and flees London. Pursued by his guilty conscience and an angry mob, he hangs himself while trying to escape.

Mr. Brownlow, after Maylies take Oliver back to his home, 9. His mother was Rose's sister. He gets his share of the family inheritance. Finally, Fagin is hung for his crimes and Mr. Brownlow adopts Oliver. They and the Maylies live a happy life in the countryside.

A	Oliver Twist was born
B	Oliver is horrified and runs off
C	who trains orphan boys to pick pockets for him
D	and he stays with them in the countryside
E	who tried to help Oliver
F	but a member of Fagin's gang overhears the conversation
G	will take the boy away from the workhouse
H	whose name no one knows
I	that hangs in his house
J	learns the truth about Oliver's parents
K	who will pay for Oliver's food
L	a boy his own age
M	whose name is well-known

0	1	2	3	4	5	6	7	8	9
A									



9	
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B) USE OF LANGUAGE

1. Halloween

Read the text 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.

at	finish	finished	first	is
	most	on	playing	thing
the	them	was	wear	will play

Halloween is one of the **(0) most** famous holidays in the U.S., and it is on October 31. People carve pumpkins and make funny faces **(1)** _____ them. These are called "Jack-O-Lanterns." On October 31, children **(2)** _____ a special costume such as a witch, ghost, or clown. They go to many houses and they knock on the door saying, "Trick or Treat!" It means that if people don't give them a treat, they **(3)** _____ some kind of trick on the household. So, usually people give candy to **(4)** _____.

I carved my **(5)** _____ Halloween pumpkin at my Friendship Family's house. First, I cut open the top of the pumpkin and pulled the seeds out. It **(6)** _____ not good for me because it was sticky and smelled bad. I had never carved a pumpkin, so it was interesting for me. Next, I carved **(7)** _____ eyes and the mouth. I wanted to make a face like a pirate. When I **(8)** _____ making the face, I put a candle inside. It was very beautiful, so I was happy.

I had a good experience because I learned one new **(9)** _____ about American culture by taking part in it. I think Halloween **(10)** _____ an interesting American holiday which involves all family members and neighbours too!

2. Footprints on the Moon

Circle the word or phrase which best complete the text. The first example has been done for you.

When you walk (0) _____ sand, you leave footprints (1) _____ you. Then the wind (2) _____ and covers your footprints. But there is no wind (3) _____ the Moon and no rain. There is no air and no weather. So the footprints (4) _____ the first people on the Moon are (5) _____ there today.



Those men are famous now. Their names are Neil Armstrong and Buzz Aldrin. They climbed (6) _____ their spaceship and stood on the Moon on 20th July 1969. They could see the Earth (7) _____ the sky. The Earth was blue and white. Armstrong and Aldrin spent only three hours on the Moon, but their footprints will (8) _____ stay there for hundreds of years.

0	a) in	b) under	c) on	d) over
1	a) below	b) next to	c) opposite	d) behind
2	a) pushes	b) comes	c) hits	d) moves
3	a) in	b) at	c) on	d) near
4	a) after	b) off	c) of	d) at
5	a) already	b) still	c) forever	d) always
6	a) in	b) away	c) out of	d) back
7	a) near	b) at	c) in	d) from
8	a) might	b) forever	c) probably	d) never

C) WRITING

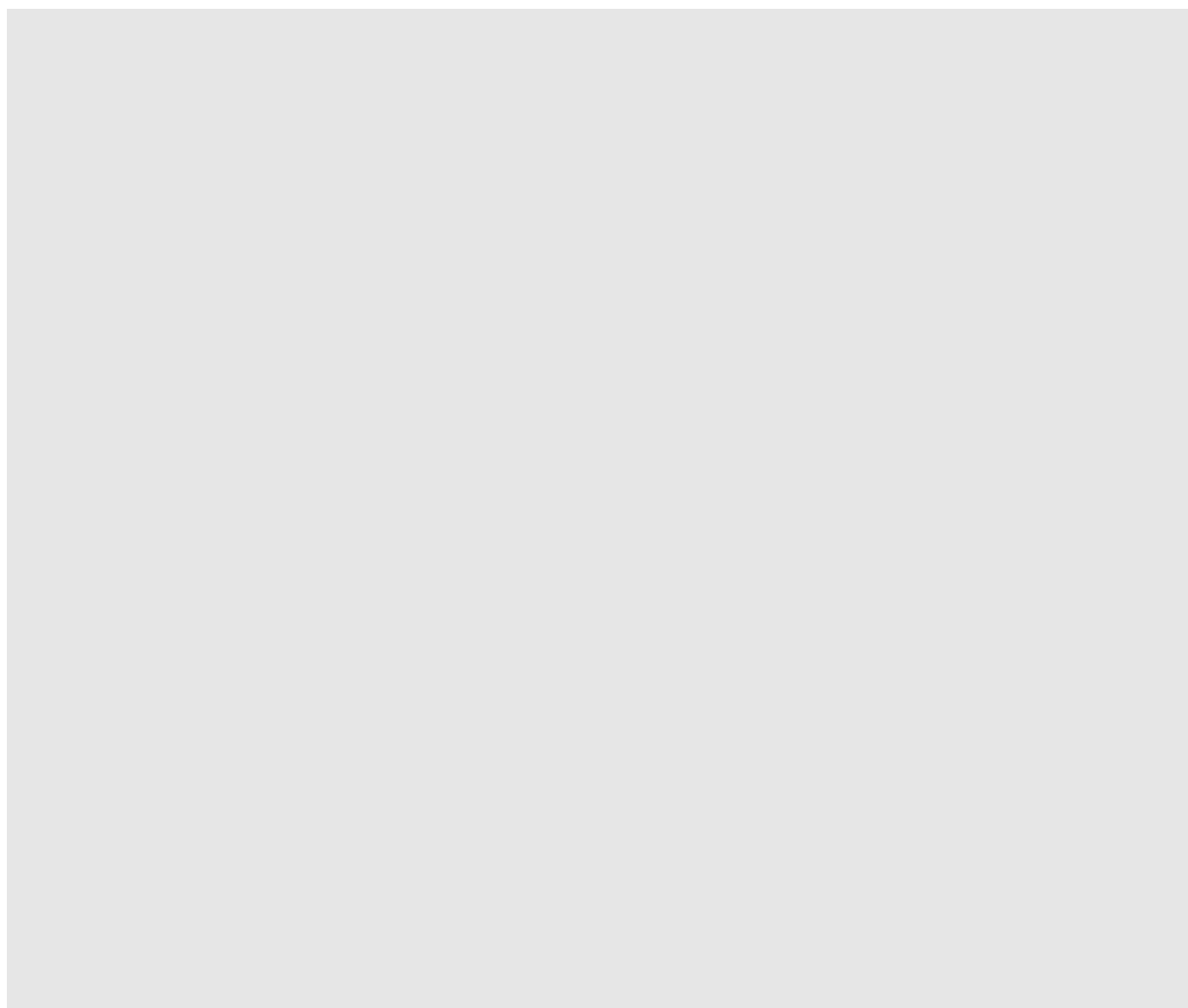
At your school you have recently established a crisis centre where students from grade 9 and a school counsellor advise teenagers in trouble. You work at the centre and would like to encourage other students to talk and write about their problems openly.

You have decided to write an article for your school newspaper.

In the article you mention three top problems young people usually face and suggest what students can do to solve them.

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

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



[illegible]

15	
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