

11. ŠOLSKO TEKMOVANJE IZ ANGLEŠKEGA JEZIKA ZA STROKOVNE IN POKLICNO-TEHNIŠKE ŠOLE "POLIGLOT"



Tekmovalne naloge

POLA 2

(raba jezika in besedišča, slušno in bralno razumevanje in kulturni kviz)

Šifra kandidata:

Število točk: ____/70

Čas reševanja: 75 minut

Slušno razumevanje	Poznavanje besedišča	Bralno razumevanje	Izbirni tip naloge	Kulturni kviz	Točke prve pole	Skupaj točke

NAVODILA:

Dovoljeni pripomočki: kemični svinčnik ali nalivnik.

Napiši svojo šifro na označeno mesto oz. se podpiši.

Pazljivo preberi navodila. Ne obračaj strani, dokler vam tega ne dovoli nadzorni učitelj. Piši razločno.

Nerazločno napisani odgovori se bodo šteli za napačne. Število točk za posamezno nalogo in čas reševanja sta navedena tudi v tekmovalni poli.

POLO ODPRI, KO TI TO DOVOLI NADZORNI UČITELJ!



Are you ready?



1. SLUŠNO RAZUMEVANJE

Prisluhni odlomku o mestu Cape Town in zapiši, obkroži oz. izberi ustrezní odgovor.

Opozorilo: Posnetek boš slišal/-a dvakrat. Med posnetkoma in po koncu posnetka bo 2-minutni odmor za reševanje naloge.

Adapted from: <http://www.youtube.com/watch?v=DVGbf3ylsI0&feature=related>

1. Nowadays Cape Town is one of the safest places in the world.
A. TRUE B. FALSE C. NOT GIVEN
2. Africa has not been a very popular destination for a long time because of

3. Cape Town residents take active part in keeping their town safer.
A. TRUE B. FALSE C. NOT GIVEN
4. The first settlers of Cape Town were the English.
A. TRUE B. FALSE C. NOT GIVEN
5. In Cape Town there is a famous botanical garden which has become the world's first heritage site.
A. TRUE B. FALSE C. NOT GIVEN
6. The British moved to Cape Town because they
A. wanted to grow flowers and vegetables.
B. envied what the Dutch had there.
C. wanted to stop crime.
7. Who was the most famous prisoner of Robben Island prison?

8. The majority of Capetownians live in townships.
A. TRUE B. FALSE C. NOT GIVEN
9. Tourists are not allowed to visit townships.
A. TRUE B. FALSE C. NOT GIVEN
10. The most important thing in Cape Town is people.
A. TRUE B. FALSE C. NOT GIVEN

Predviden čas reševanja: do 20 minut
Število doseženih točk: _____/10



2. POZNAVANJE BESEDIŠČA

Preberi del besedila iz članka *Video Games and the Depressed Teenager*. Vsaka številka predstavlja samo eno manjkajočo besedo. Razlage manjkajočih besed boš našel/-la pod besedilom. Pazi – v odgovoru ne smeš uporabiti nobene izmed besed ali korenov besed, danih v razlagi. Poskrbi, da se bo tvoj odgovor ujemal s sobesedilom glede besedne vrste, števila ali glagolskega časa.

WHY WE JUDGE

Adapted from: <http://hbswk.hbs.edu/item/6461.html>

Just Because I'm Nice, Don't Assume I'm Dumb ___(0)___ how and why we come to snap ___(1)___ about co-workers and how to fight that natural instinct. The article was cited as a "Breakthrough Business Idea" for 2009 by *Harvard Business Review*.

"The power poses paper came about in part because my co-author Dana and I had ___(2)___ that women in our classes seemed to be participating less," says Cuddy, who teaches the MBA elective Power and Influence. "Some of the women exhibited body language ___(3)___ with low power, so, of course, we started ___(4)___ if that was in turn affecting how they feel," she adds.

"The poses that we used in the experiment are strongly associated across the animal ___(5)___ with high and low dominance for very straightforward ___(6)___ reasons. Either you want to be big because you're in charge, or you want to close in and hide your ___(7)___ organs because you're not in charge.

"It does appear that even this ___(8)___ manipulation can change people's physiology and psychology and, we hope, lead to very different, meaningful outcomes, whether it's how they perform in a job interview or how they ___(9)___ in class."

Cuddy acknowledges that there are moderating factors in how ___(10)___ some groups can use traditional power poses. It would run ___(11)___ social norms, for example, if a woman wearing a skirt sat with her feet up on her desk while talking to a colleague.

"I'm not saying it's fair, but there is a different range for women versus men," says Cuddy, who also teaches several HBS Executive ___(12)___ programs.

Female managers seem to have an ___(13)___ about the need to express their feelings of ___(14)___ by striking expansive poses through other means. They might use a whiteboard as a prop that they can reach out and rest a hand on — allowing them to take up more space.



“There are implications across cultures as well,” she adds. Cuddy believes American poses are bigger and more flamboyant than what would be acceptable in Korea or Japan, for example, and expects to (15) on this question in future research.

Svoje odgovore vpiši v razpredelnico spodaj.

0. (v) to make known something that was previously secret or unknown	reveals
1. (n) an opinion that you form especially after thinking about something	
2. (v) to realize something exists because you can feel, see or hear it	
3. (adj) connected, linked in your mind	
4. (v) to think about something that you are not sure about and try to guess what is true	
5. (n) a country ruled by a monarch	
6. (adj) connected to the scientific idea that animals and plants develop and change gradually over a long period of time	
7. (adj) extremely important, essential for something to succeed or exist	
8. (adj) having the smallest possible in degree or amount	
9. (v) to take part in an activity or an event, perform	
10. (adv) without effort, problems or difficulties, in a relaxed way	
11. (adv) counter	
12. (n) the process of teaching and learning, especially in school, high school and university	
13. (n) the ability to know or understand something because of a feeling rather than considering the facts	
14. (n) a belief in yourself, a belief that you are good and can do things well	
15. (v) to concentrate on or to give special attention to one particular person or thing	

Predviden čas reševanja: 20 minut
Število doseženih točk: /15



3. BRALNO RAZUMEVANJE

Preberi besedilo.

WILKES UNIVERSITY PROFESSORS EXAMINE USE OF TEXT MESSAGING IN THE COLLEGE CLASSROOM

by **Vicki Mayk**

Adapted from: <https://tle.wisc.edu/forum/wilkes-university-professors-examine-use-text-messaging-college-classroom>

Teachers of the past had to be concerned about students passing notes in class. A study by two Wilkes University professors shows that texting is a greater problem than educators might believe. They also suggest that classroom management strategies can potentially minimize texting in class.

Wilkes University psychology professors, Drs. Deborah Tindell and Robert Bohlander, designed a 32-question survey to assess the text messaging habits of college students in the classroom. In total, 269 college students, representing 21 majors, and all class levels, responded anonymously to their survey.

The study showed that 95 percent of students bring their phones to class every day and 91 percent have used their phones to text message during class time. Almost half of all respondents indicated that it is easy to text in class without their instructor being aware. In fact, students frequently commented on the survey that their professors would be “shocked” if they knew how much texting went on in class.

Almost all students, 99 percent, indicated that they believe they should be permitted to retain their cell phones while in class, and 62 percent said they should be allowed to text in class as long as they don’t disturb their classmates. It appears that cell phones are disturbing to some, however. About a quarter of the students stated that texting creates a distraction to those sitting nearby, and about 75 percent have been disturbed at least once by the ringing of another’s phone. Almost a third of those surveyed speculated that the student sending the message would be affected as well through a loss of attention and/or poor grades in the class.

The ease and prevalence of texting in class raises concerns about using phones during exams. About 10 percent of those surveyed indicated that they have sent or received text messages during exams, and 3 percent admitted to transmitting exam information during the test. Students appear to be getting more savvy about sending text messages in ways that are difficult to detect, and educators may not be as aware of this practice as they need to be in order to enforce academic honesty.

Tindell and Bohlander have the following suggestions, based on feedback on their survey, to minimize the use of text messaging:

- Have a clear, written policy about cell phone use and enforce it consistently. State that phones must be out of sight and turned off during class. Make penalties clear, such as losing points or dropping a letter grade for unauthorized cell phone use. Penalties can be applied to attendance credit by assuming that if a student is texting in class, they are not “present.”
- Classroom design is an important component in curtailing cell phone use. The smaller and more intimate the classroom setting, the more difficult it is to text, students say.
- Instructors should circulate around the classroom, and spend some time in the back of the classroom. Teachers should avoid focusing their attention on the blackboard, lecture notes, or on projected images at the front of the room, and instead pay attention to the activities of the students, making frequent eye contact.

Tindell became interested in studying text messaging in the college classroom after becoming aware of texting in her own classroom. She wanted to talk to a student who was not in class one day and asked a classmate to convey the message, assuming it would be after class. Tindell was surprised when she returned to her office to find an email from the absent student sent within minutes of the initial

Glede na besedilo odgovori na vprašanja s kratkimi odgovori, obkroži pravilni odgovor, kjer jih je danih več, ali ob trditvi obkroži T, če je trditev glede na besedilo resnična, ali F, če ni.

A. They didn't. B. They handed over written messages to their classmates.

C. They talked behind teachers' backs. D. They used texting.

A. Professors and students
B. College professors
C. College students
D. Only students from Tindell's classes.

T E F

A. 95% B. 91 % C. 9 % D. 5%

A. YES B. NO C. It is not mentioned in the text.

A. She discovered them texting in class.
B. A student wrote her an email during class.
C. A student, who was asked to inform an absent student, wrote her an email.
D. An absent student, who was informed through a text message, wrote her an email.

A. surprised B. gloomy C. shocked D. enraged

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4. IZBIRNI TIP NALOGE

WAS SANTA CLAUS INVENTED BY COCA COLA?

Adapted from: <http://ezinearticles.com/?Was-Santa-Claus-Invented-by-Coca-Cola?-The-True-History&id=815113>

V vsakem izmed spodnjih primerov je možen le en pravilni odgovor. Obkroži ga. Če se zmotiš, odgovor prečrtaj in obkroži pravilno rešitev.

The true story of Santa Claus remains one of the biggest mysteries of all time. Stories and legends of this jolly, red-clad symbol of kindness and Christmas cheer ___1___ around for centuries in countries all over the world. For some Santa Clause is believed ___2___ his roots in Christianity while others believe that he was really based on the mythological god, Odin. Others think that he was invented by the Coca Cola companies in the early 1900's to sell more pop. There are a few different explanations for the history of Santa Clause.

Early Christianity. One story of Santa Claus, or St. Nicholas as he ___3___, says that he was a Christian bishop named Saint Nicholas of Myra. As this account has it, Saint Nicholas was a bishop who gave wedding dowries to poor women, allowing them to catch husbands and avoid lives of prostitution. This Saint Nicholas can still be seen on German holy cards.

Germany, Belgium and the Netherlands. In Germany, Belgium and the Netherlands, Santa Claus is thought to be based on the Norse god Odin (or Woden), god of wisdom, war and death. Legend was that Odin would throw a party around Christmastime for other gods and dead warriors, and that he would ride to the party on his horse, Slepnir. Children in these countries ___4___ straw, carrots or sugar in their shoes for Odin's flying horse, which are replaced with treats or gifts during the night.

Austria and Italy. Early folk tales in ___5___ southern Austria and northwest Italy tell of a holy man who reforms a hideous child-eating monster. As the story goes, there was a large demon, covered in furs (known as Belsnickle, or "Furry Nicholas") that snuck into homes at night to kill village children violently and stuff them up the chimney, or drag them away to be eaten later. A saint traps the demon with magic shackles, forcing him to bring the children toys and candy instead, to make ___6___ for how many of them he ate. In some stories, the demon persuades imps and other creatures to help him, similar to Santa's ___7___ and in others, he chooses to go back to Hell instead.

Britain. The Brits' rendition of Santa Claus, ___8___ back to the 17th Century, is most similar to ___9___. Santa, or Father Christmas, was a bearded man in a green, fur-lined robe that starred in the Charles Dickens story, A Christmas Carol, as the "Ghost of Christmas Present" - no pun intended.



Early America. America, called the melting pot of modern civilization, is also the melting pot of Santa Claus mythology. British, Dutch and early American influences came together to give us the Santa Claus that most of us are familiar ___10___ today: the jolly old man, distributing gifts ___11___ with the help of his entourage of elves and reindeer. The Coca Cola/Santa Claus myth stems from the early 1900s when companies, ___12___ White Rock Beverages and Coca Cola, began using Santa's image ___13___ their products.

The only thing we're really sure of is that Santa Claus was not invented by Coca Cola, as the urban legend states. But no matter where the real Santa hails from, what he stands ___14___ remains the same throughout every country: kindness, goodness and the generous who give spirit ___15___ with Christmas.

1. A. have been passing C. were passed	B. pass D. are passing		
2. A. have	B. to have	C. has	D. had
3. A. is often referred to C. is often referred to	B. often refers to D. often referred to		
4. A. left	B. would leave	C. leave	D. are leaving
5. A. the	B. whole	C. /	D. a
6. A. up	B. out	C. it	D. it for
7. A. elfs	B. elves	C. elf	D. elves'
8. A. dated	B. having dated	C. dates	D. dating
9. A. our	B. ours history	C. our's	D. ours
10. A. about	B. with	C. in	D. to
11. A. annual	B. on year	C. yearly	D. a year
12. A. like	B. such	C. as	D. as such
13. A. to promote C. so that they promote	B. promoted D. so that they will promote		
14. A. for	B. on	C. by	D. in
15. A. associates C. associated	B. associating D. is associating		

Predviden čas reševanja: 10 minut
Število doseženih točk: ____/15



5. POZNAVANJE BESEDIŠČA

Odgovori ali obkroži pravilni odgovor. Kjer je potrebno, napiši svoj odgovor.

1. This is a large compartment, usually in the rear of the car where we keep our luggage when we travel. It is called a _____.

2. What do you call the body parts you see in the picture



3. Complete the word in this notice or warning:

BE CAREFUL, PLEASE. S _____ WHEN WET.

4. Finish the proverb: One swallow doesn't make a _____.

A. winter

B. spring

C. summer

D. autumn

5. What do you call the shape below?

A. triangle

B. square

C. diameter

D. rectangle



6. What does this sign mean?



A. No cyclists are allowed to use this road.

B. Be careful, cyclists can ride in the opposite direction.

C. Be careful, cyclists can ride in the same direction as you.

D. Only cyclists are allowed in this road.

- 10



FINISHED?
CONGRATULATIONS!



POLIGLOT 2016