

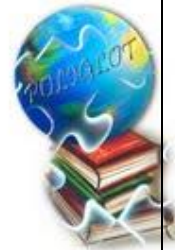
**9. ŠOLSKO TEKMOVANJE IZ ANGLEŠKEGA JEZIKA
ZA POKLICNE ŠOLE**

"POLIGLOT 3"

Pilotne naloge

REŠITVE IN TOČKOVNIK

Poliglot 3 2018



1. POLA, PISNI SESTAVEK PISNI SESTAVEK

TOČKOVNIK

1. VSEBINA (jasna, logična, poglobljena):

(0-5 točk)

- **0 točk:** Vsebina se **ne povezuje** z naslovom in / ali besedilo **ne presega 70 besed**.
- **1 točka:** Vsebina se **le deloma povezuje** z naslovom in / ali besedilo je **komaj razumljivo**.
- **2 točki:** Besedilo je vsebinsko večinoma **slabo razumljivo ali nelogično**, primerov ni ali pa so zelo nejasni.
- **3 točke:** Vsebina je sicer **razumljiva**, a na kar nekaj mestih ostaja na ravni **površnega razmišljanja**, izdelek vsebuje **nekaj nelogičnih ali nerelevantnih vsebin**, primeri so nekajkrat **neprepričljivi, nejasni ali se ponavljajo**.
- **4 točke:** Besedilo je **večinoma jasno, logično**, vendar so predstavljene ideje **občasno površne in klišejske**.
- **5 točk:** Dijak svoje ideje **jasno, logično in poglobljeno** predstavi ter podpre s **prepričljivimi primeri**.

2. ZAHTEVNOST IN BOGATOST BESEDIŠČA (uporaba zahtevnejšega besedišča, ustreznost besedišča, napačna raba)

(0-5 točk)

- **0 točk:** Besedišče je **neustrezno oz. ne omogoča razumevanja** in / ali besedilo ne presega 70 besed.
- **1 točka:** Besedišče je **večinoma zelo osnovno**, se ponavlja in/ali je večinoma neustrezno. Napake so tako pogoste, da **bistveno ovirajo sporazumevanje**.
- **2 točki:** Besedišče je **osnovno**, pogosto se **ponavlja**. **Napačna raba besedišča je tako pogosta**, da **večkrat ovira sporazumevanje**.
- **3 točke:** Dijakovo besedišče je **povprečno**, uporaba zahtevnejšega besedišča in je **redka**. Napake so **dokaj pogoste**, vendar **redko ovirajo sporazumevanje**.
- **4 točke:** Dijak **večkrat uporablja zahtevnejše besedišče**. Napake so **redke in ne ovirajo razumevanja**.
- **5 točk:** Dijak **ustrezno in pogosto** uporablja nadpovprečno zahtevno besedišče, idiomatske in druge zahtevnejše izraze. Napake so **zelo redke in nikjer ne ovirajo sporazumevanja**.

3. JEZIKOVNA NATANČNOST (zahtevnost slovničnih struktur, prisotnost in frekvenca grobih in manj grobih napak iz slovnice):

(0-5 točk)

- **0 točk:** Besedilo je **neustrezno oz. nerazumljivo** zaradi napak in / ali besedilo **ne presega 70 besed**.
- **1 točka:** Besedilo je jezikovno **komaj ustrezno**, vsebuje **zelo veliko** grobih napak iz slovnice. Jezikovne strukture so **osnovne**.
- **2 točki:** Besedilo je **delno jezikovno ustrezno**, jezikovne napake so **pogoste**. Jezikovne strukture so **večinoma osnovne**.
- **3 točke:** Besedilo vsebuje **nekaj grobih in precej manjših napak** iz slovnice, vendar ne vplivajo bistveno na razumljivost besedila. Dijak uporablja **občasno tudi zahtevnejše jezikovne strukture**.
- **4 točke:** Dijak izjemoma naredi **kakšno grobo ali nekaj manjših napak**, vendar te **ne ovirajo sporazumevanja**. Dijak **večkrat uporablja zahtevnejše jezikovne strukture**.
- **5 točk:** Besedilo je **pravilno, brez grobih napak**, **manjših napak ni ali se pojavijo izjemoma v zahtevnejših strukturah in ne ovirajo razumevanja**. Dijak **večinoma uporablja zahtevnejše strukture**.

4. ORGANIZACIJA, VEZLJIVOST (povezanost idej, organizacija besedila v odstavke):

(0-5 točk)

- **0 točk:** Besedilo je **nepovezano in nečlenjeno** in / ali besedilo **ne presega 70 besed**.
- **1 točka:** **Odstavkov** v oblikovanju ni ali so **nesmiselno razmejeni**; **povezav** med stavki in/ali povedmi večinoma ni ali so **večinoma nelogične**.
- **2 točki:** **Odstavkov** v oblikovanju **večinoma ni** ali so **nesmiselno razmejeni**, **povezave** med stavki so **pogosto nejasne ali nelogične**.
- **3 točke:** Odstavki so, vendar **na več kot dveh mestih** niso smiselno razmejeni; stavki in/ali povedi so dokaj logično povezani z **nekaj grobimi in motečimi prekinitvami** ali logičnimi **napakami**. Dijak **večinoma uporablja osnovna sredstva za ustvarjanje vezljivosti**, občasno pa tudi bolj zahtevna.



- **4 točke:** Odstavki sicer organizirajo besedilo v uvod, jedro in zaključek, so pa **na vsaj enem mestu slabše** notranje smiselno razviti, dijak **uporablja zahtevnejša sredstva za ustvarjanje vezljivosti**, stavki in povedi se **lepo povezujejo**, a je med stavki in povedmi **tudi kakšna moteča** prekinitev.

- **5 točk:** Odstavki **jasno in smiselno** organizirajo besedilo v uvod, jedro in zaključek; povedi v odstavkih logično in jasno razvijajo vsebino odstavka, stavki in povedi se zelo dobro povezujejo, besedilo daje vtis **zelo tekoče uporabe jezika**, dijak uporablja **bogato paleto sredstev** za ustvarjanje vezljivosti.

5. STIL (register, kreativnost, prepričljivost, obseg):
(0-5 točk)

- **0 točk:** Register je neprimeren, besedilo je prekratko, da bi lahko ocenili kreativnost in prepričljivost (manj kot 70 besed).

- **1 točka:** Register je večinoma neprimeren dani situaciji, besedilo je neprepričljivo.

- **2 točki:** Register je večkrat neprimeren, besedilo je **le na določenih mestih prepričljivo in kreativno** zastavljeno.

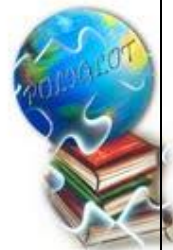
- **3 točke:** Register je večinoma primeren, a je besedilo **le delno prepričljivo in kreativno zastavljeno** in/ali **občutno presega** predvideno dolžino, predvsem zaradi ponavljanja ali dolgoveznosti.

- **4 točke:** Register je primeren, besedilo je **večinoma prepričljivo in kreativno** zastavljeno.

- **5 točk:** Register je primeren, besedilo je napisano z **nadpovprečno veliko mero kreativnosti** pri predstavljanju idej in primerov, je **zelo prepričljivo**.

OPOMBE:

1. Če je sestavek občutno daljši od 200 besed in dobro napisan, se kandidatu(-tki) **ne** odšteva točk.
2. Če je kandidat ocenjen pri vsebini z 0 točkami, ker je vsebina nepovezana z naslovom, se tudi pri vseh ostalih kriterijih oceni z 0 točkami.
3. Če je kandidat napisal besedilo, ki obsega manj kot 70 besed, se pri vseh kriterijih oceni z 0 točkami.



2. REŠITVE 2. POLE POLIGLOT 3 2017

<p>1. SLUŠNO RAZUMEVANJE An Interview with a Yoga Teacher and Therapist</p> <p>Opomba: Pomensko podobni odgovori, ki se ujemajo z besedilom, so sprejemljivi. Pravopisnih napak se ne upošteva.</p> <ol style="list-style-type: none">1. D2. to travel anonymously / not to be recognized3. train4. groups / group dynamics <p>Ne sprejmemo: what groups looked like</p> <ol style="list-style-type: none">5. B6. rude7. C8. A9. No.10. C	<p>2. RABA JEZIKA</p> <ol style="list-style-type: none">1. A2. C3. C4. A5. C6. B7. C8. B9. D10. B11. A12. D13. A14. C
<p>3. IDIOMI</p> <p>V 2. In 10. primeru morata biti besedi, natisnjeni krepko, slovnično pravilno zapisani.</p> <ol style="list-style-type: none">1. have green fingers2. the skin of our teeth3. eye to eye4. the cold shoulder5. a pain in the neck6. come rain or shine7. cloud nine8. under the weather9. once in a blue moon10. chasing rainbows	<p>4. BRALNO RAZUMEVANJE 1 Eight Tips for Going on an Extended Business Trip</p> <ol style="list-style-type: none">1. E2. B3. I4. C5. A6. J7. G8. F <p>Odveč sta D, H.</p> <ol style="list-style-type: none">9. C10. A



5. NALOGA Z VRZELMI

**How This Teenager Turned Her Childhood
Hobby Into a Global Business**

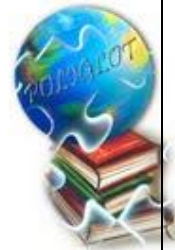
**Opomba: Odgovorov z napačnim
črkovanjem ne upoštevamo.**

1. of/among
2. their
3. would
4. to
5. in
6. the, her
7. than
8. before
9. else
10. both/ quite / rather / pretty/so/very
11. where/so
12. each
13. for
14. up
15. an
16. were/ started

6. POZNAVANJE BESEDIŠČA

**Opomba: Odgovorov z napačnim
črkovanjem ne upoštevamo.**

1. C
2. lag
3. B
4. A
5. B
6. C
7. A
8. D
9. C
10. B
11. bonnet
12. paper clips/paperclips/gem clips/paper
fasteners
13. B
14. parsley, parleys, players
15. B



Slušno razumevanje – besedilo

An Interview with a Yoga Teacher and Therapist

Adapted from: <http://shrinkrapradio.com/images/466-Yoga-Therapy-for-Addiction-Depression-Anxiety-with-Sarahjoy-Marsh.mp3>

Dr. Dave: Sarahjoy Marsh, welcome to Shrink Rap Radio.

Sarahjoy Marsh: Thank you very much, I'm delighted to be here.

Dr. Dave: I'm delighted to have you. I'm curious about your first name, Sarahjoy, which is spelt as one word. Is that what it was at birth, or was that a later enhancement?

Sarahjoy Marsh: No, in fact my name at birth was Jill, and that's still my first legal name. The name Sarahjoy came to me when I was leaving graduate school. I had graduated and was about to embark on a backpacking trip around the United States, anonymously, nobody knew my name. And the name "Sarahjoy" came in a dream and I thought, "I'll use that".

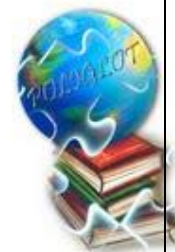
Dr. Dave: Oh, wow. And a backpacking trip around the United States, that sounds like quite an adventure.

Sarahjoy Marsh: Well this was 1992, when I picked up an All Aboard America pass on the Amtrak train and I basically went off into the world to discover what it was about. My graduate studies were in Art Therapy and Group Dynamics, and I had a Master's in Counselling, but my specialization was in dynamics and art therapy, and I wanted to see the world, and see what groups looked like in different parts of the world and I did that in the United States of America here.

Dr. Dave: So, were you actually stopping off, going to different art therapy centres ...when you say you wanted to see how groups were working in other parts. Or did you just mean human groups generally?

Sarahjoy Marsh: I went to see human groups primarily, looking at it in different alternative community settings, for example, one of my stop-offs was on Orcas Island, at a retreat centre, where people lived in an intentional community for a time, and I got to be a part of that group and see what group dynamics were like there, and inevitably on the train there's a small group of people travelling to a similar destination, and that's another dynamic, and in different campgrounds, like Yosemite Valley in the summer there was a resident staff for the summer and they were a group, and they welcomed me into their group for a couple of weeks, and I got to experience it through that perspective too.

Dr. Dave: Wow, fascinating. So you really were like an itinerant researcher, in a way?



Sarahjoy Marsh: I was, yes.

Dr. Dave: That's great. May I be so rude as to ask how old you were when you went off on this journey?

Sarahjoy Marsh: That's not rude from my perspective. I went through my Bachelor's and Master's programme as a combined programme and I left for this trip when I was 22, turning 23.

Dr. Dave: OK, and where did you do that combined Bachelor's and Master's, I may have listeners who want to do something like that.

Sarahjoy Marsh: I was at Lesley College. At the time it was Lesley College, and since then they've become Lesley University.

Dr. Dave: Is that in Boston?

Sarahjoy Marsh: It's in Boston, yes. Actually at Cambridge. I had gone first to the Art Institute of Boston, and then I went to Lesley College to study Art Therapy. And now it's called the Art Institute of Boston at Lesley University. So I think my two alma maters have combined themselves, and I think that's very exciting.

Dr. Dave: Yeah, and what a rich background you have. And we are going to be talking a lot about yoga, and eating and your career and round all of that. But before we get into that, I gather this book ... your book, which I should mention is titled *Hunger, Hope and Healing: a Yoga Approach to Reclaiming Your Relationship to Your Body and Food* ... I gather this grew out of your own story with food. Maybe you can share that with us here?

Sarahjoy Marsh: Yeah, it really did. And in fact that backpacking trip also grew out of my own experience with food and my recovery process. So, prior to having any sense at all that I could recover, my life relationship to food was one of chronic restriction, on the anorexic side of the spectrum, including compulsive exercising if I felt I'd eaten more than was quote unquote unsuitable, or if I'd eaten foods that were considered bad foods or negative foods, and that alternated at a certain points with binging, because my body was fundamentally starving, in the animal sense of what that means, and my brain couldn't tolerate that starvation, and I would end up binging on foods that were like quick, sugar, carbs... things ... I felt I was actually eating them, as I said, animalistically, and I couldn't stop. And then I would go back to compulsive exercising, restricting, and so on.