



ŠOLSKI CENTER VELENJE  
**mavrica** znanja od 1958



Srednja šola za strojništvo,  
mehatroniko in medije

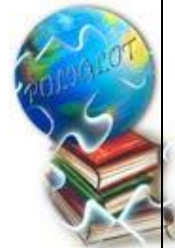
## 11. ŠOLSKO TEKMOVANJE IZ ANGLEŠKEGA JEZIKA ZA POKLICNE ŠOLE

### "POLIGLOT 3"

Pilotne naloge

REŠITVE IN TOČKOVNIK

Poliglot 3



## **1. POLA, PISNI SESTAVEK**

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#### **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):**

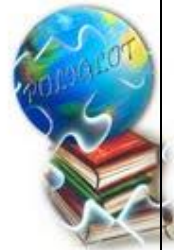
**(0-5 točk)**

- **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.

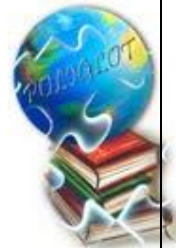
- **5 točk:** Register je primeren, besedilo je napisano z **nadpovprečno veliko mero kreativnosti** pri predstavljanju idej in primerov, je **zelo prepričljivo**.

**OPOMBE:**

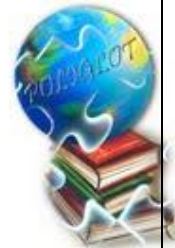
1. Če je sestavek občutno daljši od 150 besed in dobro napisan, se kandidatu(-tki) **ne** odšteva točk.
2. Če je kandidat ocenjen pri vsebini z 0 točkami, ker je vsebina nepovezana z naslovom, se tudi pri vseh ostalih kriterijih oceni z 0 točkami.
3. Če je kandidat napisal besedilo, ki obsega manj kot 70 besed, se pri vseh kriterijih oceni z 0 točkami.

**REŠITVE 2. POLE - POLIGLOT 3**

1. SLUŠNO RAZUMEVANJE	2. RABA JEZIKA
<b>Birke Baehr: What's Wrong with Our Food System</b>	
<b>Opomba: Pomensko podobni odgovori, ki se ujemajo z besedilom, so sprejemljivi. Pravopisnih napak se ne upošteva.</b>	
1. <i>Zahteva se oboje:</i> colourful packaging, plastic toys	1. B      10. B
2. F	2. A      11. C
3. rats	3. A      12. C
4. C	4. D      13. D
5. fossil fuels/fuels	5. B      14. B
6. to kill weeds and bugs ( <i>zahteva se oboje</i> )	6. A      15. C
7. A	7. C      16. D
8. NOT GIVEN	8. D      17. C
9. baked (kale)	9. C      18. B
10. B	



<p><b>3. BRALNO RAZUMEVANJE 1</b> <b>The Lake at the End of the World</b></p> <p><b>Opomba:</b> Pravopisne napake se ne upoštevajo. Pomensko podobni odgovori, ki se ujemajo z besedilom, so sprejemljivi.</p> <p>1. <i>Zahteva se oboje:</i> sheep, goats 2. <i>Zahteva se oboje:</i> poor roads and bad/ vertiginous terrain 3. F 4. pine(s) 5. stag/deer 6. A 7. to guard the ridges (around the lake) 8. a dog 9. (Jean-Paul) Sartre 10. YES</p>	<p><b>4. IDIOMI</b></p> <p><b>Opomba:</b> Odgovorov z napačnim črkovanjem ne upoštevamo.</p> <p>1. cooking 2. hand 3. silver 4. nest 5. ransom 6. penny 7. gold 8. peanuts 9. object 10. bacon</p>
<p><b>5. NALOGA Z VRZELMI</b></p> <p><b>Hong Kong's 'Pink' Dolphins under Threat from Airport and Macau Bridge</b></p> <p><b>Opomba:</b> Odgovorov z napačnim črkovanjem ne upoštevamo.</p> <p>1. due 2. have 3. in/over 4. that 5. as 6. its/the 7. despite 8. if 9. it 10. by 11. either 12. since</p>	<p><b>6. POZNAVANJE BESEDIŠČA</b></p> <p><b>Opomba:</b> Odgovorov z napačnim črkovanjem ne upoštevamo.</p> <p>1. a border 2. B 3. A 4. C 5. D 6. a bride 7. D 8. A 9. C 10. a wrench/spanner 11. B 12. A 13. yelled, shouted, hollered, cried (aloud) 14. bench 15. B</p>



## **Slušno razumevanje – besedilo**

### **Birke Baehr: What's Wrong with our Food System**

Adapted from:

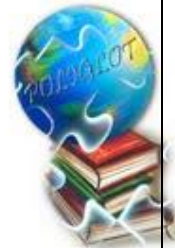
[http://www.ted.com/talks/birke\\_baehr\\_what\\_s\\_wrong\\_with\\_our\\_food\\_system/transcript?language=en](http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system/transcript?language=en)

Hello. My name is Birke Baehr, and I'm 11 years old. I came here today to talk about what's wrong with our food system. First of all, I would like to say that I'm really amazed at how easily kids are led to believe all the marketing and advertising on TV, at public schools and pretty much everywhere else you look. It seems to me like corporations are always trying to get kids, like me, to get their parents to buy stuff that really isn't good for us or the planet. Little kids, especially, are attracted by colorful packaging and plastic toys. I must admit, I used to be one of them. I also used to think that all of our food came from these happy, little farms where pigs rolled in mud and cows grazed on grass all day.

What I discovered was this is not true. I began to look into this stuff on the Internet, in books and in documentary films, in my travels with my family. I discovered the dark side of the industrialized food system. First, there's genetically engineered seeds and organisms. That is when a seed is manipulated in a laboratory to do something not intended by nature -- like taking the DNA of a fish and putting it into the DNA of a tomato. Yuck. Don't get me wrong, I like fish and tomatoes, but this is just creepy. (Laughter) The seeds are then planted, then grown. The food they produce have been proven to cause cancer and other problems in lab animals, and people have been eating food produced this way since the 1990s. And most folks don't even know they exist. Did you know rats that ate genetically engineered corn had developed signs of liver and kidney toxicity? These include kidney inflammation and lesions and increased kidney weight. Yet almost all the corn we eat has been altered genetically in some way. And let me tell you, corn is in everything. And don't even get me started on the Confined Animal Feeding Operations called CAFOS. (Laughter)

Conventional farmers use chemical fertilizers made from fossil fuels that they mix with the dirt to make plants grow. They do this because they've stripped the soil from all nutrients from growing the same crop over and over again. Next, more harmful chemicals are sprayed on fruits and vegetables, like pesticides and herbicides, to kill weeds and bugs. When it rains, these chemicals seep into the ground, or run off into our waterways, poisoning our water too. Then they irradiate our food, trying to make it last longer, so it can travel thousands of miles from where it's grown to the supermarkets.

So I ask myself, how can I change? How can I change these things? This is what I found out. I discovered that there's a movement for a better way. Now a while back, I wanted to be an NFL football player. I've decided that I'd rather be an organic farmer instead. (Applause) Thank you. And that way I can have a greater impact on the world. This man, Joel Salatin, they call him a lunatic farmer because he grows against the system. Since I'm home-



schooled, I went to go hear him speak one day. This man, this "lunatic farmer," doesn't use any pesticides, herbicides, or genetically modified seeds. And so for that, he's called crazy by the system.

I want you to know that we can all make a difference by making different choices, by buying our food directly from local farmers, or our neighbors who we know in real life. Some people say organic or local food is more expensive, but is it really? With all these things I've been learning about the food system, it seems to me that we can either pay the farmer, or we can pay the hospital. (Applause) Now I know definitely which one I would choose. I want you to know that there are farms out there -- like Bill Keener in Sequatchie Cove Farm in Tennessee -- whose cows do eat grass and whose pigs do roll in the mud, just like I thought. Sometimes I go to Bill's farm and volunteer, so I can see up close and personal where the meat I eat comes from. I want you to know that I believe kids will eat fresh vegetables and good food if they know more about it and where it really comes from. I want you to know that there are farmers' markets in every community popping up. I want you to know that me, my brother and sister actually like eating baked kale chips. I try to share this everywhere I go.

Not too long ago, my uncle said that he offered my six-year-old cousin cereal. He asked him if he wanted organic Toasted O's or the sugarcoated flakes -- you know, the one with the big striped cartoon character on the front. My little cousin told his dad that he would rather have the organic Toasted O's cereal because Birke said he shouldn't eat sparkly cereal. And that, my friends, is how we can make a difference one kid at a time.

So next time you're at the grocery store, think local, choose organic, know your farmer and know your food. Thank you.