Slika, ki vsebuje besede besedilo, grafika, pisava, grafično oblikovanje

Opis je samodejno ustvarjen

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

**"POLIGLOT 3"**

**Šolske naloge**

**POLA 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Slušno razumevanje** | **Raba**  **jezika** | **Poišči**  **napako** | **Naloga z vrzelmi** | **Bralno**  **razumevanje** | **Poznavanje besedišča** | **Skupaj**  **točke** |
|  |  |  |  |  |  |  |

**Ime/šifra tekmovalca:**

|  |
| --- |
|  |

**Število točk: \_\_\_\_\_\_/75**

**Čas reševanja: 60 minut**

**NAVODILA:**

Dovoljeni pripomočki: kemični svinčnik, nalivnik.

Pazljivo preberi navodila. Ne obračaj strani, dokler ti tega ne dovoli nadzorni učitelj. Nalepi svojo šifro na označeno mesto. Piši razločno. Napačen zapis prečrtaj in napiši na novo. Število točk za posamezno nalogo in čas reševanja sta navedena v tekmovalni poli.

**1.ocenjevalec/-ka: 2.ocenjevalec/-ka:**

(ime in priimek, podpis) (ime in priimek, podpis)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Poliglot 3**

**1. SLUŠNO RAZUMEVANJE**

**Prisluhni odlomku in izberi oz. zapiši ustrezne odgovore. Kratki odgovori lahko vsebujejo največ 3 besede.**

Adapted from: <https://www.bbc.com/news/av/62160733>

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

1. **What weather phenomenon contributed to the rising prices of vegetables in Korea?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **What is the inflation of lunch prices in Korea called?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **How much have lunch prices in Korea increased for?**  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **How much of Singapore’s food comes from their own farmland?**

A. 10% B. 50% C. 90% D. 25%

1. **Which factor hasn’t affected the prices of food in Singapore?** 
   1. Ukraine crisis
   2. Covid
   3. Acute effect
   4. Fuel shortages
   5. Labour shortages
2. **What is the difference in the price of a box of lettuce before and now in Australia?**
3. 10 AUS dollars
4. 35 AUS dollars
5. 45 AUS dollars
6. 55 AUS dollars
7. **What do some Koreans do in order to cope with the inflation of food prices?**
   1. They dig through their fridges and participate in an online challenge.
   2. They share recipes on how to use the leftovers.
   3. They try to cook decent meals by cooking their food from the fridge.
   4. They eat food after its expiration date.
8. **Food past its sell-by date or food that is still quite edible is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
9. **Which strategy do Australians not use in order to cope with the inflation of food prices?**
   1. They cook at home more.
   2. They shop in various supermarkets.
   3. They look for the best prices.
   4. They try to find similar foods that are cheaper.
   5. They use cabbage instead of lettuce.
10. **What is the main idea of the recording?**
    1. The rising cost of lunch hour food in Asia-Pacific and the way people deal with it.
    2. The lunch price and what people frequently eat in Asia-Pacific.
    3. The reasons for inflation in Asia-Pacific.
    4. Different lunch cultures in Korea, Singapore and Australia.

**Predviden čas reševanja: do 15 minut**

**Število doseženih točk \_\_\_\_\_\_/10**

**2. RABA JEZIKA**

**IZBIRNI TIP NALOGE. Pri vsakem stavku je možen le en pravilni odgovor. Obkroži ga. Če se zmotiš, odgovor prečrtaj in obkroži pravilno rešitev.**

1. **He asked his dad if he \_\_\_\_\_\_\_\_\_\_\_\_\_ borrow the car for the night.** A) can B) could C) will D) may
2. **That's the lady \_\_\_\_\_\_\_\_\_\_\_\_\_ son is the famous plastic surgeon.**A) who B) which C) who’s D) whose
3. **It's time we \_\_\_\_\_\_\_\_\_\_\_\_\_ that serious talk about the recent incident.**A) had B) have C) will have D) are having
4. **How would you react if I \_\_\_\_\_\_\_\_\_\_\_\_\_ your car?**A) smashed B) smash C) will smash D) would smash
5. **You \_\_\_\_\_\_\_\_\_\_\_\_\_ brought me so many presents. A flower would have been just fine.**A) don't have to B) didn't need to C) didn’t have to D) needn't have
6. **The lady wanted to know how much I \_\_\_\_\_\_\_\_\_\_\_\_\_ for the last repairs.**A) paid B) had paid C) payed D) will pay
7. **Don't worry. I'm used to \_\_\_\_\_\_\_\_\_\_\_\_\_ a lot of children around the house.**A) have B) having C) had D) have had
8. **He was accused \_\_\_\_\_\_\_\_\_\_\_\_\_ robbing the bank.**

A) for B) because C) off D) of

1. **The parcel is \_\_\_\_\_\_\_\_\_\_\_\_\_ heavy for a child to carry it.**A) enough B) to C) too D) much to
2. **By the time the postman \_\_\_\_\_\_\_\_\_\_\_\_\_ the mail, we'll have already left.**A) delivers B) will deliver C) delivered D) deliver
3. **The organisers suggested \_\_\_\_\_\_\_\_\_\_\_\_\_ the competition for another day.**A) postpone B) postponing C) to postpone D) to postponing
4. **She works six days \_\_\_\_\_\_\_\_\_\_\_\_\_ week.**A) the B) for C) on D) a
5. **I wonder how much the baby \_\_\_\_\_\_\_\_\_\_\_\_\_.**A) is weighing B) weighs C) weigh D) weight
6. **You cannot use the computer. It \_\_\_\_\_\_\_\_\_\_\_\_\_.**A) is serviced B) is being serviced C) wasn't serviced yet D) need service
7. **They are never late. They \_\_\_\_\_\_\_\_\_\_\_\_\_ their flight.**A) had to miss B) should have missed C) must miss D) must have missed

**Predviden čas reševanja: 10 minut**

**Število možnih točk: \_\_\_\_\_\_\_\_\_/15**

**3. POIŠČI NAPAKO**

**Preberi spodnje povedi, ena poved je slovnično pravilna. Označi jo s kljukico. V ostalih se pojavi po ENA napaka. POPRAVLJENE povedi zapiši na črto.**

1. Mr Smith has come to London last week.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. There’s many people waiting outside the stadium.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I was making this project for three days.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I know her for seven years.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He hate telling you that but your dog has died.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The boy over there looks exactly like my friend.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. This office is bigger then the other office.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Amy, who is from London, has to wear an uniform at school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Living in this village is boring because we have a few friends.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. No matter how hardly you work, you won’t be ready on Monday.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Predviden čas reševanja: 10 minut**

**Število možnih točk: \_\_\_\_\_\_\_\_\_/10**

**4. NALOGA Z VRZELMI**

**Preberi besedilo in vstavi manjkajočo besedo tako, da bodo stavki tvorili smiselno celoto. Manjka le ena beseda, ki jo čitljivo napiši na spodnje črte.**

**TEACHERS 'TIED UP PUPIL ON FLOOR'**

Adapted from BBC NEWS: <http://news.bbc.co.uk/go/pr/fr/-/1/hi/england/kent/7152378.stm>

Slika, ki vsebuje besede risanka, animirana risanka, umetnost, ilustracija

Opis je samodejno ustvarjen**Two teachers have been suspended (1) \_\_\_\_\_\_\_\_\_\_\_\_ a school in Kent over claims they tied up a student's arms and legs.**

Folkestone Academy said it was alleged the sixth-form pupil was bound and left on the floor for several minutes in (2) \_\_\_\_\_\_\_\_\_\_\_\_ end-of-lesson "prank" in November. A letter to parents said staff were told in December about the incident.

"(3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this incident may have been intended to be good humoured, the academy sees the alleged behaviour (4) \_\_\_\_\_\_\_\_\_\_\_\_\_ totally inappropriate," it said. Other pupils used mobile phones to film the 16-year-old writhing on the floor surrounded (5) \_\_\_\_\_\_\_\_\_\_\_\_\_ other students, when he was restrained with cable during the engineering (6) \_\_\_\_\_\_\_\_\_\_\_\_\_ on 28th November.

The letter, from academy principal John Patterson, said: "We have suspended the two staff involved while the matter is investigated and have referred the incident (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the police and social services. We understand that, after (8) \_\_\_\_\_\_\_\_\_\_\_\_\_ initial investigations, the joint team do not intend to take the matter any further, (9) \_\_\_\_\_\_\_\_\_\_\_\_ do the boy concerned nor his parents wish to dwell further on the matter."

Kent Police confirmed they would (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ be taking the matter any further. But Mr Patterson said although police were planning no further (11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_, the school was continuing (12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ own inquiries.

The £38m purpose-built academy opened (13) \_\_\_\_\_\_\_\_\_\_\_\_ year and replaced the town's Channel School. Specialising in art, media and European culture, the co-ed state secondary school has 1,080 pupils. The Folkestone Academy is sponsored by former Saga chairman Roger De Haan and by Kings School Canterbury, one of (14) \_\_\_\_\_\_\_\_\_\_\_\_\_ country's leading independent schools. Designed by architects Foster and Partners, it is said to be (15) \_\_\_\_\_\_\_\_\_\_\_\_ the finest school buildings in the country.

**Predviden čas reševanja: 5 minut**

**Število možnih točk: \_\_\_\_\_\_\_\_\_/15**

**5. BRALNO RAZUMEVANJE**

**Preberi besedilo**  [***How Informed Do You Feel About Hiv and Aids?***](http://www.layouth.com/modules.php?op=modload&name=Issue&action=IssueArticle&aid=2173&nid=75)**ter odgovori na vprašanja ali obkroži pravilen odgovor oziroma dokončaj stavke z ustrezno besedo.**

Adapted from LA Youth, written by Sasha Jones, January 20th 2008

Our presentations are about 45 minutes long. I am a representative of AIDS ambassadors whose job is to spread information about HIV/AIDS. This illness weakens the immune system, making it less able to fight certain infections and diseases. Then we explain what the acronyms stand for and the difference between the two (HIV, human immunodeficiency virus, is the virus and AIDS, acquired immune deficiency syndrome, is the disease) and the five fluids that transmit the virus. Those fluids, for the record, are semen, pre-cum, vaginal fluid, blood and, one I hadn’t known about, breast milk.

We begin with the nuts and bolts to make sure kids have a good idea of how the virus operates, which will help them understand how to protect themselves**.** We then present some statistics; for example, the [Center for Disease Control and Prevention](http://www.cdc.gov/hiv/) estimates that 25 percent of the roughly 1 million Americans living with HIV don’t know they’re infected. This statistics terrifies me because the virus spreads uncontrollably when people aren’t aware of it. We project charts onto a screen that display the spread of HIV through the United States starting in 1981, and discuss the history of the virus. These slides consist of maps of the U.S. with yellow dots. Each dot represents 30 AIDS cases. The first map, which represents 1981, has barely any dots; by the last one, which shows the most current statistics, there are tons of dots all over the country. The rapidity with which the dots multiply over a short span of time shocked me the first time I saw it, and I often hear a couple of astonished murmurs from the audience.

When we explain some facts about the disease we let the audience know that one cannot get HIV from ... working with or being around someone who has HIV sweat, saliva, tears, clothes, toilet seats, or through everyday things like sharing a meal, insect bites or stings, donating blood, a closed-mouth kiss. HIV can infect anyone, male, female, young, old, gay or straight. Don’t think you’re not at risk just because you’re a teen. More than half of all new HIV infections in the United States occur among people under the age of 25. Almost 11.8 million youth around the world are living with HIV or AIDS. Throughout the world, almost 6,000 youth ages 15 to 24 become infected with HIV each day. Next, we explain some statistics about teenagers and HIV. Every hour, two American teenagers are infected with HIV and teen condom use declines over the years from ninth to 12th grade. We focus on how teens can protect themselves. We go over the ways in which you can contract HIV— through any activity where any of the five fluids interact. We put nearly as much emphasis on the ways in which you cannot get HIV. The next section of the presentation is the fun part. We do the condom demonstration and give a lot of information about how to protect yourself sexually. This is often the most engaging part because it’s directly applicable to teenage life. Even if students aren’t sexually active, it’s likely that they know someone who is, or that they want the information anyways, just in case. We do the classic “putting a condom on a banana” demo, with plenty of safety tips, which is guaranteed to produce giggles. For example, never double up condoms—it doesn’t mean twice the protection; instead it causes friction that can cause the condom to break. We also break down the misconception that a boy can be too big for a condom. We put both of our hands inside the condom, and stretch around a little bit. Usually, we add something along the lines of, “If he’s too big for this, he’s probably too big for you!”

When I first did this part of the presentation, I was afraid to be so blunt in front of kids older than me, but I actually found myself feeling emboldened when some of the kids laughed. We end the presentation with information about where teenagers can go to get tested for HIV. Before we go to a school, we try to find information about free and anonymous testing sites in the area. (Call (800) 758-0880 for a list of testing sites in your area.) We encourage everyone to get tested if they think they’ve been at risk and to tell their friends. I’ve found that the most effective method of spreading knowledge about HIV/AIDS is through teenage interaction because kids are more likely to listen to each other than to an adult who might not relate as well. While we all may come from different backgrounds, we have our generation in common; I know I feel more comfortable talking about it with someone my own age. As AIDS ambassadors, our goal is to spread information about how to protect oneself from this devastating virus.

We always say, knowledge is power—I believe that spreading this information will save lives. Once, at the end of a presentation, the teacher of the class asked each of the students to talk about what they had learned and how the talk had affected them. One boy, a senior, told us that what we had said made him think twice. He said that as soon as he got out of school he was going to [Planned Parenthood](http://www.plannedparenthood.org/) to get tested, and he was going to bring a friend with him. This was the most direct impact I had seen us make. I was so moved by his feeling of empowerment, by the excitement he showed about being able to pass this knowledge on to his friend. Even if we hadn’t reached anyone else that day, this would have been enough.

**Answer the questions.**

1. **Who does Sasha represent?   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **According to the statistics HIW spreads unrestrainedly among people.**TRUE FALSE NOT GIVEN
3. **How many people does 1 dot represent?**

A. 30 B. less than 30 C. more than 30 D. about 30

1. **How does the majority react to the statistics which reports on spreading the disease? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Which center offers the estimations about the percentage of infected patients in the USA? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **Which fluid doesn’t transmit AIDS according to the text?**
4. breast milk B. semen C. sweat D. vaginal fluid
5. **How many teenagers in the US are affected with HIV daily? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
6. **How did Sasha feel the first time during the condom demonstration?**
7. embarrassed B. eager C. encouraged D. earnest
8. **Put the sentences in order (1-5) to mark the presentation phases.   
   (1 being the first step and 5 the last)**

\_\_\_ Presentation of illness

\_\_\_ Condom demo

\_\_\_ Display of statistic charts

\_\_\_ Information about testing sites

\_\_\_ How to protect yourself

1. **What decision(s) did a senior boy make after the presentation?   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Predviden čas reševanja: 10 minut**

**Število možnih točk:\_\_\_\_\_\_/10**

**6. POZNAVANJE BESEDIŠČA**

**Obkroži oz. zapiši pravilni odgovor.**

* + - 1. **What's this name? Is it Sandy, Mandy or Candy? I can't \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ the first letter.**A)come across B) make out C) put down D) take in
      2. **Which of the following is NOT a vegetable?**A) a cucumber B) cauliflower C) a pear D) a leek
      3. **Someone who betrays their country or friends by working for an enemy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**A. an opponent B. a traitor C. a hermit D. an expatriate
      4. **My brother is allergic to peanuts. He gets a/an \_\_\_\_\_\_\_\_\_\_\_\_ when he eats them.**A. rash B. itch C. scratch D. sore
      5. **John was LIMPING. The verb TO LIMP means to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
         1. walk fast and in an uncontrolled way
         2. walk with regular steps of equal length
         3. walk unsteadily as if about to fall
         4. walk slowly and with effort because one is tired
         5. walk unevenly because one leg is hurt
      6. **A person who burns property is a/an\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
  1. extortionist
  2. hijacker
  3. blackmailer
  4. arsonist
     + 1. **If you PULL SOMEONE’S LEG you** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**A. hurt someone’s leg. B. tease someone.   
          C. try to undress someone. D. help him go for a walk.
       2. **Someone who employs workers is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**A. an employee B. an opponent C. an employer D. a colleague
       3. **Which of the following is NOT a part of the house?**A. a ceiling. B. a knob. C. a stare. D. a porch.
       4. **The wolf's \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are very sharp.**
          1. fangs
          2. fins
          3. flippers
          4. feathers

1. **What do you usually see in a storm, before you hear the thunder?   
     
   L \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Previous generations of my family (now dead), are my A \_\_\_\_\_\_\_\_\_\_\_\_\_ .**
3. **A sea creature that has a soft, oval, almost transparent body and can sting you is called a J\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** .
4. **What is an American word for “chips”? F\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **What item of clothing is the man in the picture wearing?**

****

**It's an A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Predviden čas reševanja: 10 minut**

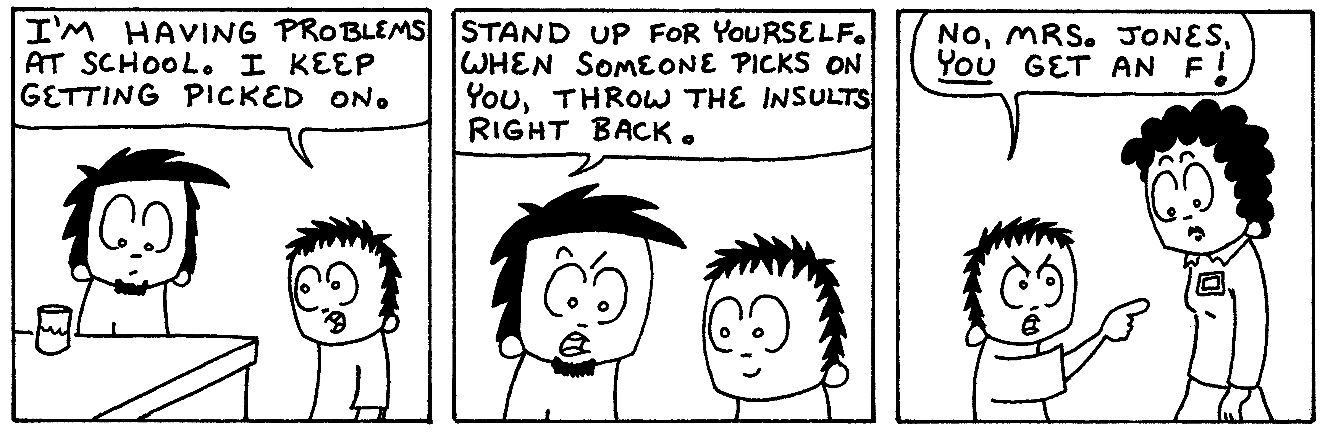
**Število možnih točk: \_\_\_\_\_\_\_\_\_/15**

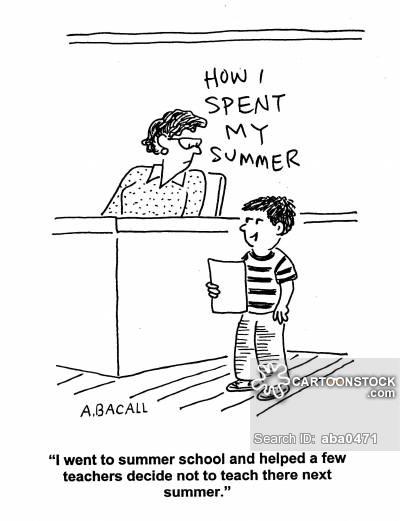
**READING FOR FUN**

**THIS IS NOT A TASK**

**Cartoons on School**

**Adapted from:**<https://www.google.com/search?q=comics+on+school&client=firefox>





**Finished?**

**Wishing you all the best!**

**The Poliglot Team of Teachers**

**THIS IS NOT A TASK**

**Finished?**

**Wishing you all the best -**

**The Poliglot team of teachers**