

**OAJ, 22. ročník, krajské kolo 2011/2012, kategória 2C1**

**ANSWER KEY**

**GRAMMAR 15 points**

1. under
2. for
3. being
4. not
5. been
6. even
7. to
8. is
9. which
10. were
11. It's unheard of for anyone/people/someone to take time off in this company.
12. She laid (specific) emphasis on the need for absolute confidentiality.
13. You might have let me know you were coming.
14. I can't say I enjoy having my writing torn to pieces in front of me.
15. The longer we delay, the less likely/the more unlikely we are to clinch the deal..

**VOCABULARY 10 points**

1. c
2. a
3. c
4. c
5. d
6. a
7. a
8. d
9. a
10. b

**VOCABULARY – Progressive Test**

**1 point for each 3 correctly spelled answers**

**READING 10 points**

- |      |       |
|------|-------|
| 1. C | 6. J  |
| 2. I | 7. M  |
| 3. H | 8. L  |
| 4. B | 9. D  |
| 5. E | 10. F |

Extra: A , K, G

**LISTENING 5 points**

1. B
2. A
3. C
4. A
5. B

**LISTENING TAPESCRIPT (Please read once only.)**

Learning to read is an infinite, continuous, life-long process, not something that takes place at primary school to be quickly and thankfully ticked off the list before you go on to the next thing.

It's like learning to drive. When you pass your test, you've been taught the basics, but you're still a very inexperienced beginner who needs to get out on to the road and learn to drive properly. New readers face a similar challenge. They can do it, but it's not yet second nature. And it will only become so through routine daily practice.

Many young people never learn to read other than very slowly. Fourteen and fifteen-year olds, who should have become fluent readers a long time ago, carry the same book around with them in school for weeks. They read very slowly through a page or two when the teacher tells them to, but their attention is on the mechanics of reading and they never really have the chance to become interested in the content. Someone who is stuck in this limited position will inevitably turn to television or video because it's faster and easier.

If children are to become 'natural' readers, their reading must be developed and speeded up. No fluent reader, for example, slowly pronounces the words very quietly or reads aloud in his head, mentally articulating every word, apart from when we do this deliberately if we're reading something very complicated like a scientific article.

But many young and adult readers never get beyond the stage of pronouncing every word, which is why they're so slow. When seven or eight-year olds read 'to themselves' you can sometimes see their lips moving. This should be a brief stage in the process of learning to read, not the end result.

The answer for children is to give them lots of accessible books quickly, and plenty of them both at school and at home to read them. It probably means deliberate restriction of television exposure time, too.

It's also crucial that children see reading as an ordinary part of adult behaviour. Children copy adults. I frequently hear teachers and parents complaining that children won't read. In the next breath these same adults are either explaining that they themselves are too busy to read or discussing the previous evening's programmes at length.

Learning to read doesn't stop when children leave school. You should go on throughout life.

Sadly, you can lose your ability to read if you don't use it regularly – just like the ability to type, run, swim or play the violin.

Teaching children to read is just the beginning. It's what happens after that that makes the difference.

**R O L E P L A Y**

**TEACHER**

You are an English-speaking tourist visiting Slovakia for the first time. You've entered a restaurant and would like to try a traditional Slovak meal, but there's not enough information on the menu to make a clear choice. Ask the waiter what they recommend. Find out everything you can about what's in each dish (the ingredients) and how they are prepared. As you are watching your weight, be sure to ask about fat content.



**Kategória 2C1 – Olympiáda v anglickom jazyku – krajské kolo 2011/2012**

**R O L E P L A Y**

**STUDENT**

You work as a waiter/waitress at *Koliba*, a restaurant serving traditional Slovak food. The restaurant often has foreign customers and part of your job is to explain what each dish is to them.

A tourist has just come in and sat down. Go and take their order. Be ready to recommend 2 dishes, what ingredients are used in each, how they're made and why any tourist would love them.

You start: *Good evening! May I take your order?*

**PICTURE DESCRIPTION**

**Make up a story based on the picture below.**



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