

**Olympiáda v anglickom jazyku, 25. ročník, krajské kolo 2014/2015, kategória 2C2**  
**– riešenia a úlohy**

**A N S W E R   K E Y**

**GRAMMAR – 15pts**

01 stepping   02 was taking/had taken   03 were/have been obtained   04 was   05 could be used  
06 were drawn   07 to have given   08 to feed   09 would give   10 will raise/would raise  
11 were charged   12 has undermined/undermines   13 using   14 were launching/had launched  
15 to cooperate

**VOCABULARY – 10pts (SPELLING COUNTS!) - .5 for each**

01 principality   02 rainy   03 peaceful   04 respectable   05 birthplace   06 eventually  
07 heirs   08 ascendancy   09 unlikely   10 journalist   11 cover   12 eventful  
13 relationship   14 British   15 colourful   16 decision   17 innocent   18 upbringing  
19 standpoint   20 politics

**READING COMPREHENSION – 10pts**

01 D   02 L   03 G   04 K   05 E   06 A   07 I   08 C   09 B   10 F

**LISTENING COMPREHENSION – 5pts**

01 – D   02 – F   03 – E   04 – B   05 - C

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**L I S T E N I N G T A P E S C R I P T (Please read once.)**

**Text A**

He made a tableaux of stuffed animals and brides illustrating stories such as *The Death and Burial of Cock Robin*, *The Kittens' Wedding* and *The Guinea Pigs' Cricket Match*. Sadly, the whole thing was sold off piecemeal in 2003. That's when I realised I wanted to write something inspired by the collection.

**Text B**

Taxidermist Jazmine Miles-Long explained the process to me, and artist in taxidermy Rose Robson kindly offered to teach me how to skin a crow. I was horribly squeamish and was clumsy for such delicate work. I made the first incision, then Rose taught me how to peel away the skin and remove the internal organs. It's a highly skilled procedure and I was so cack-handed, I disembowelled my crow immediately. But it was one of the most fascinating and interesting pieces of research I've done. I've bought my own piece of taxidermy now from Rose, a crow called, yes, Connie!

**Text C**

So I spent time revisiting the landscape of my Sussex childhood. I've talked about the Languedoc novels as love letters to Carcassonne, but the *Taxidermists's Daughter* is a love letter to my childhood home.

**Text D**

They live in a deserted house on a Sussex estuary in 1912, the wettest summer on record until 2012. It's about what happened ten years before and the horrifying consequences of it now. It's an old-fashioned not whodunnit, but why-dunnit.

**Text E**

I write the scenes I'm in the mood to write. The second draft is me putting it order, removing some scenes and reordering the rest. Then when I edit, it's quite consecutive. The whole action takes place over only four days! But even in the final edit, I sometimes move chapters about so they work better.

**Text F**

I had the sense of her father who was no long able to work, haunted – tortured – by a terrible secret. I had my childhood love of Walter Potter's museum and taxidermy. I had the points of inspiration, but didn't know what the story was until I started to write scenes and learned who Connie was, and discovered what crime had happened ten years before.

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**S P E A K I N G – R O L E P L A Y**

**Student**

You would like your English lessons to be more interesting and that's why you are going to talk to your English teacher about introducing more roleplays and communicative activities so you and your classmates can speak more. You want to be able to use the language more naturally in different situations. Your teacher is a little bit traditional, focusing a lot on reading aloud and doing grammatical exercises, which you do not consider proper as most of your classmates plan to use English for real-life purposes. Prepare a short, polite speech explaining your ideas. Try not to offend your teacher but, on the other hand, you really want to persuade him/her. Prepare as many arguments related to the benefits of using communicative activities as possible.



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**S P E A K I N G – R O L E P L A Y**

**English teacher**

You are a very experienced teacher of English. You're convinced that traditional teaching methodology is the best means to improve students' English. Everybody is pushing you to change the teaching techniques you have relied on for years – techniques that proved your assumptions resulting in excellent English acquisition. You know your students want you to use modern communicative activities – those that you consider useless and a complete waste of time. You are not sure about the benefits of using the communicative approach as you predict that most students will spend their time doing nothing or chatting about trivial things and not focusing on language learning. Your best student has asked to discuss the issue with you. **You start:** *So, what did you wish to speak to me about?*

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**S P E A K I N G – P I C T U R E S**

Look at the pictures below and choose the three musical instruments that you think would be the most challenging for you and that you would like to try.

Discuss:

- explain why you chose the three you did
- say what the advantages and disadvantages of trying those instruments might be
- mention if your parents would agree to your choice, why/why not and give reasons



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